DOCUMENT RESUME

ED 253 252 IR 051 016

TITLE	Temple University Public Services Study Report. One of a Series of Self-Studies and Research Projects. Final Report.
INSTITUTION	Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS AGENCY	General Electric Foundation, Ossining, N.Y.
PUB DATE	[Aug 84]
NOTE	126p.
AVAILABLE FROM	Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue N.W., Washington, DC 20036 ($15.00 per copy prepaid).
PUB TYPE	Viewpoints (120) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Libraries; Higher Education; Information Needs; Information Services; *Library Administration; Library Automation; Library Facilities; Library Personnel; *Library Planning; Library Research; *Library Services; Position Papers; Research Libraries; Self Evaluation (Groups)
IDENTIFIERS	Library Users; *Temple University PA

ABSTRACT

This self-study by Temple University Libraries involved the efforts of 33 library staff members--9 on the study team, and 24 on 4 task forces--over a period of 12 months. Task forces were organized according to four issues: Organization of Public Services, Staffing and Management, Public Service and Technology, and Library Users and Their Changing Needs. The 110 recommendations that resulted make up the major part of this report. The title of the staff member or committee responsible for implementation and a time line are provided for each recommendation as well as the task force that proposed it. The list is divided into eight areas: (1) Organization (including Administrative Positions); (2) Statistics/Surveys; (3) Users' Services (including In-Depth Reference Services); (4) Access to Materials; (5) Technology and Automation (including Online Systems and Document Delivery); (6) Staffing; (7) Communication; and (8) Facilities and Equipment. This final report also includes the director's charge to the study team and a preface and introduction that explain the background and operation of the study. Appendices list persons (positions) responsible for implementing the recommendations together with references to specific recommendations and present the library's Environmental Profile and Descriptive Inventory of Public Services. Task force reports are available separately. (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253252

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Maxine Sitts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

EXPLANATORY NOTES ON THIS PUBLICATION SERIES

Final reports from self-studies and research projects of the Public Services Study sponsored by the General Electric Foundation and administered by the Office of Management Studies, Association of Research Libraries, are made available within this publication series as they are issued by libraries during 1984-85.

This report was issued by the Temple University Libraries at the conclusion of its Public Services Study. Task Force Reports will be photocopied upon demand, for the prices indicated below:

Task Force on Organization of Public Services	45 pages	$15.00
Task Force on Staffing and Management	65 pages	$15.00
Task Force on Public Service and Technology	26 pages	$10.00
Task Force on Users and their Changing Needs	116 pages	$20.00

Additional copies of this Final Report are available for $15.00. All materials require prepayment, with checks made payable to "ARL Office of Management Studies." Please specify exactly which report you are ordering by title, and refer to the Temple University Public Services Study. Send orders and checks to: Office of Management Studies, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036. Outside the U.S. and Canada, add $5.00 per order for postage and handling.

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

THE PUBLIC SERVICES STUDY

Academic libraries today face the fundamental challenge of responding more effectively to the information needs of their users in a period of increased information resources and decreased or stabilized economic resources. In this environment, academic libraries must move toward the wisest use of their resources in identifying and serving the changing needs of users, in becoming more active partners in the instructional and research interests of their universities, and in more actively facilitating the transfer of information from locations beyond their walls to their own clientele. The challenge includes the need to take advantage of new and emerging capabilities such as on-line bibliographic search services, new catalog formats, and microform and non-print publishing media.

To address this set of concerns, the Office of Management Studies has developed the Public Services Study, which individual academic libraries can use to assess and improve their current services programs. The study is based upon the premise that academic libraries are experiencing a number of fundamental internal and external pressures that create a need to review priorities and develop new approaches to change. The goals of this study include:

*to provide tools to libraries enabling them to determine and analyze user patterns, needs, and satisfaction levels;

*to provide assistance to libraries in relating the use [illegible] the library to current operating services policies and practices;

*to design performance measures that can be applied in evaluating current services programs and in planning improvements;

*to provide guidelines for libraries to use in designing new services activities or remodeling current ones;

*to suggest improved methods for promoting the use of library services and enhancing the role of the library on the campus.

The basic strategy employed in the Public Services Study is assisted self-study. While assisted self-study resembles traditional self-studies in some respects, it differs on three important dimensions. First, assisted self-study involves collecting information and then analyzing it within a framework as first steps toward improvement. Second, assisted self-study promotes the learning and development of all persons involved through their experiences in conducting the study. This means that the staff develops a broader understanding of the impact of services concerns on the ability of the library to meet its obligation to users. And third, libraries participating in assisted self-study receive specialized resource materials, training, and consultation assistance usually not provided in traditional studies. This ensures timely efficient execution of what can be a demanding complex activity.

In accordance with its problem-solving philosophy, assisted self-study employs a group approach to analysis, using library staff, faculty, students, and institutional officials. Two types of groups are involved, a study team and task forces. Primary responsibility rests with the study team, which defines the scope of the study, sets goals, plans, organizes and conducts analyses, draws final conclusions, and designs the implementation program. The study team also creates the task forces to assist in collecting and analyzing data and in developing options for resolving problems. The task forces are responsible to the study team and their work is coordinated by the team.

The major components of the study are a general situational analysis, and specific modules on description and inventory of services, management of services, assessment of services needs and performance, and interaction with the environment. Data gathering and analysis is conducted within each of these components. Then, a final action planning stage creates recommendations, implementation strategy, and the final report. The entire study takes 9 to 12 months. Individual modules can be conducted in less time.

The study is being made available as a part of the Academic Library Program, which is used by libraries willing to commit staff time and some financial resources to the process of assisted self-study. The program draws upon several previous studies developed and operated by the Office of Management Studies including the Management Review and Analysis Program (MRAP), the Collection Analysis Project (CAP), the Academic Library Development Program (ALDP), the Planning Program for Small Academic Libraries, and the Preservation Planning Program.

Financial and/or design support has come from the General Electric Foundation and from members of the Association of Research Libraries (ARL), a non-profit educational organization of 117 major research libraries in the United States and Canada.

PREPARED BY OMS STAFF
August 1984

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

EXECUTIVE SUMMARY
# of the
PUBLIC SERVICES STUDY FINAL REPORT OF THE STUDY TEAM
TEMPLE UNIVERSITY LIBRARIES

The Public Services Study conducted by Temple University Libraries involved the efforts of 33 library staff members -- nine on the Study Team, and 24 on four Task Forces -- over a period of 12 months. In addition, as the Preface notes, the "entire library staff contributed time and thought by responding to surveys and interviews or by substituting for Team and Task Force members when they were absent from their regular assignments."

Task Forces were organized according to the following issues: Organization of Public Services, Staffing and Management, Public Service and Technology, and Library Users and Their Changing Needs.

The Study moved steadily forward, despite the departures of, first, Library Director Joseph Boisse and, then, Acting Director Sharon Hogan, from the University, and the changing of position of Study Team Chairperson Linda Cotilla within the library. In fact, stretching the study to 12 months, rather than six, allowed the Library to more fully plan for and implement some recommendations before this final report was issued. One such recommendation was to combine five libraries into one unit.

The 110 recommendations included here are arranged into eight areas: Organization (including Administrative Positions), Statistics/Surveys, Users' Services (including In-Depth Reference Services), Access to Materials, Technology and Automation (including on-line systems and document delivery), Staffing, Communication, and Facilities and Equipment.

The Final Report includes the director's charge to the Study Team, and a preface and introduction that explain the background and operation of the study. The major portion of the report lists and describes the recommendations. Appendices list persons (positions) responsible for implementing each recommendation, and provide the library's Environmental Profile and Descriptive Inventory of Public Services. Task Force reports are available separately.

-PREPARED BY OMS STAFF
DECEMBER 1984

OFFICE of MANAGEMENT STUDIES

PUBLIC SERVICE STUDY

conducted by

TEMPLE UNIVERSITY LIBRARIES

FINAL REPORT of the STUDY TEAM

SEPTEMBER, 1984

Table of Contents

Preface i

Introduction iii

Acknowledgements vi

Director's Charge to the Study Team vii

Participants ix

Recommendations:

Organization .... 1 - 6

- Administrative Positions 1
- System-wide Standing Committees 3
- Engineering/Architecture and Science Collections 5
- Film Library 5
- Continuations 6

Statistics/Surveys .... 7 - 9

- Responsibility 7
- Determination of Needs 7
- Statistics Gathering 8

Users' Services ....10 - 15

- COMLIT Service 10
- Library Instruction 12
- In-depth Reference Service 14

Access to Materials ....16 - 24

- Stacks Maintenance 16
- Replacement or Withdrawal of Missing Titles 17
- Intralibrary Loan 18
- Special Collections 20
- Temple Dissertations 21
- Current Periodicals 22
- Non-print Materials 23

Technology and Automation ....25 - 28

- On-line Systems 25
- Document Delivery 27
- Office Systems 27
- Non-print Formats 28

Staffing ....29 - 34

Orientation 29
Training 30
Development 32
Management 33

Communication ....35 - 39

Desk Services Committee 35
Public Relations Committee 36
Signs 37
Visually Impaired Users 38
Suggestion Box 38
Electronic Mail 39

Facilities and Equipment ....40 - 44

Space 40
Building Maintenance 41
Audiovisual Equipment 42
Photocopy Equipment/Facilities 43

Appendices

A. Persons Responsible for Proposed Recommendations
B. Reports from Phase I

1. Environmental Profile
2. Descriptive Inventory

C. Reports from Phase II

1. Report of the Task Force on Organization of Public Services
2. Report of the Task Force on Staffing and Management
3. Report of the Task Force on Library Users and Their Changing Needs
4. Report of the Task Force on Public Service and Technology

PREFACE

Temple University Libraries was one of six research libraries awarded a grant by the General Electric Foundation to undertake a public services self study under the auspices of the Association of Research Libraries Office of Management Studies. In September 1983, Joseph A. Boisse, Director of Libraries at Temple, appointed nine librarians and support staff members to conduct the assisted self study. Mr. Boisse left Temple in November; Sharon A. Hogan, who then became Acting Director, left in July 1984; and Linda Cotilla, Chair of the Study Team, changed positions within the Temple University Central Library System during the course of the study. Despite these difficulties, extraordinary efforts on the part of the entire Library staff and strong support from the OMS consultants, Patricia K. Swanson of the University of Chicago and Ann K. Randall of the City College of New York, enabled the self study to go forward to completion in September 1984. The nine members of the Study Team, as well as the additional twenty-four staff members who were appointed by the Team to four specialized task forces, showed great determination to complete their assignments. The entire Library staff contributed time and thought by responding to surveys and interviews or by substituting for Team and Task Force members when they were absent from their regular assignments.

The major effect of the administrative changes noted above was to lengthen the time required for the study from six to twelve months. Consequently, discussion of certain topics was "in the air" for an extended period of time. This, along with some fortuitous circumstances, made it possible to plan for, or even wholly implement, a few of the Study Team's recommendations before this Final Report was completed. Recommendation 5, to merge the four Departmental Science Libraries and the Engineering and Architecture Branch Library, was accomplished by the Acting Director, Sharon Hogan, in July 1984. Recommendation 44, to return the circulating copies of Temple University dissertations and theses to Paley, will be implemented as soon as the planned move of The Charles L. Blockson Afro-American Historical Collection to another building is accomplished. Recommendation 45, aimed at restoring browsing privileges in the current periodicals collection, has already been partially accomplished, although complete implementation must await space reallocations by the University Administration that promise some relief of the crowded conditions within Paley Library.

This Final Report of the Study Team has been submitted to an interim library management team who were appointed in July 1984 for the duration of the search for a permanent director. The Management Team plans to use the next few months as a time for all interested parties to discuss and digest the contents of the report and the implications of its recommendations. As a means of sorting out which recommendations receive wide support among the staff, which are susceptible of easy implementation, and which involve significant policy decisions affecting reallocations of space, staff, and other resources, the Management Team intends to take the following action. The report will be released to those individuals and committees named in it as responsible for implementing the 110 recommendations. These individuals and committees will then be asked to send written responses to the Management Team. The report will also be made available to the entire staff, and small group meetings will be held to encourage wide ranging discussion. Finally, as promised by Sharon Hogan when she was Acting Director, copies of the report will be sent to all members of the Faculty Senate Library Committee, and, at the request of the Study Team, to all final candidates for the directorship of Temple University Libraries. We believe that this plan for broad consideration and discussion of the report will prepare the way for its use by a new Director of Libraries as a basis for further planning.

Mary Ivy Bayard
Frances L. Hopkins
George H. Libbey
Pamela J. Thaxter

LIBRARY MANAGEMENT TEAM

INTRODUCTION

The OMS Public Services Study was conducted at Temple University during its centennial year, a year in which Temple has looked proudly upon its past and eagerly toward its future. In keeping with the theme adopted by the University, "A History of Shaping the Future", this study has given the Central Library System (CLS) an opportunity to examine itself and to plan for its future within the context of rapidly evolving technologies, new information sources, declining financial resources and changing user needs. The Study Team has attempted to meet this challenge.

Temple University was selected as one of six libraries to undertake an assisted self-study of public services, supported by the General Electric Foundation and operated by the Association of Research Libraries' Office of Management Studies. Preparations for the study began with Director Joseph Boisse's decision that the team conducting the study should include all levels of staff present within the library; department heads, librarians and support staff were equally represented. Originally it had been planned that the Deputy Director, Sharon Hogan, would chair the study team; however, this plan was abandoned when Mr. Boisse resigned as Director. Ms. Hogan was named Acting Director and became an ex-officio member of the committee.

The study was divided into three phases:

Phase I began with the Director's charge to the Study Team to examine public services in its broadest sense. OMS consultants, Patricia K. Swanson, University of Chicago, and Ann K. Randall, City College of New York, had their first meeting with the Study Team in early October. They explained the steps in the study and methods for proceeding. The team developed a list of public service issues that would become the starting point for the self-study. Different approaches were used to further expand these issues: broad categories were presented to the staff at a library-wide meeting; individual meetings were held with each department to discuss the issues, and exit interviews were conducted with Mr. Boisse and Ms. Joan Rapp, the Head of Access Services.

The concerns and issues that had been raised were organized into the following categories: technology/automation, communication, priorities of public services, goals, policies, evaluation of public services, and physical environment/facilities. Four task forces were drawn from these categories:

Organization of Public Services. Charged to present recommendations on the most effective means of developing, maintaining and delivering a coordinated philosophy of public service throughout the Central Library System in terms of organizational structure, working relationships and communication channels.

Staffing and Management. Charged to assess present staff training, development, policies and procedures, communication patterns, and statistical recordkeeping as they relate to the delivery of public service.

Public Service and Technology. Charged to present recommendations for maximum utilization of existing technology in public services, present findings on adapting new technologies and alerting the administration and staff to potential new technologies available for improving public service.

Library Users and Their Changing Needs. Charged to provide a means of measuring the effectiveness of our present public services in the Central Library System from a user's perspective, to identify and define problems and solutions related to public services and to recommend an on-going mechanism to review users' needs.

An environmental profile and a descriptive inventory of public services were prepared by the Study Team to provide background for Phase II.

Volunteers and nominees were used to form the Task Forces. Staff members from all levels and departments were represented; the chairpersons were also from all levels of the staff. Ms. Swanson and Dr. Randall instructed the Task Forces on how to proceed with the charges. The task force reports were received by the Study Team on April 26, 1984.

Phase III began with the Study Team reviewing and discussing the task force reports. The smooth progression of this phase was interrupted by the resignation of Acting Director Sharon Hogan, temporarily disrupting the momentum of the team. The Study Team took the approach that the final report would be a valuable document for an incoming director and proceeded with its task.

There are eight categories of recommendations presented in the final report. They are not divided along the lines of task force reports. Time frames for implementation of many of the recommendations have now become relative to the starting date of a new director. Whenever the term "Director" is used in a statement of responsibility for a recommendation, it may refer to an interim director, the management team, or a new director. When the term "Head of Administrative Services" is used, this may refer to the current Acting Head of Administrative Services/Personnel Officer or to the newly hired Head of Administrative Services as recommended.

This team has attempted an exhaustive self-study of public services in an ever-changing situation. We respectively submit this report.

Raelaine Ballou

Raelaine Ballou

Linda Cotilla

Linda Cotilla

Philip T. D'Andrea

Mark D. Jacobs

Mark D. Jacobs

Scott B. Mandernack

Scott B. Mandernack

Wayne Maxson

Wayne Maxson

Rhea C. Mihalisin

Rhea C. Mihalisin

Barbara A. Sargen

Barbara A. Sargen

Betsy R. Tabas

Betsy R. Tabas

ACKNOWLEDGEMENTS

The Study Team wishes to extend its thanks to the General Electric Foundation for their sponsorship and to the Association for Research Libraries' Office of Management Studies for this chance to participate in the self-study.

The guidance, encouragement and humor of Patricia Swanson and Ann Randall, the OMS consultants, is greatly appreciated by all participants of the study.

For the assistance of Joseph Boisse, former Director of the Library, and Sharon Hogan, former Deputy Director, the Study Team extends its thanks.

The Study Team wishes to congratulate the Task Forces for undertaking such long difficult charges and coming up with sound recommendations.

Special thanks to Linda Deininger, Doris Manning and Jan McKemey for providing secretarial support.

Foremost, gratitude must be extended to the entire library staff who assisted us in this study. Without their help in assuming the burden of extra duties and covering service desks so that members of the committees could closet themselves in meetings, this final report would not have been completed.

PARTICIPANTS

Study Team

Raelaine Ballou	Head - Engineering and Architecture Library
Linda Cotilla (Chair)	Head - ZAHN IMC/SSA Library
Philip D'Andrea	Bibliographic Assistant - Access Services, Circulation
Sharon Hogan (ex-officio member)	Acting Director
Mark Jacobs	Librarian - Reference Services, Business/Government Documents
Scott Mandernack	Librarian - Reference Services
Wayne Maxson	Head - Special Materials
Rhea Mihalisin	Bibliographic Assistant - Physics Library
Barbara Sargen	Bibliographic Assistant - Reference Services
Betsy Tabas	Librarian - Technical Services

Task Force on Library Users and Their Changing Needs

Gregory Carr	Librarian - Reference Services
Laila El-Zein	Bibliographic Assistant - Technical Services
Kenneth Fones-Wolf	Librarian - Special Collections, Urban Archives
Frances Hopkins (Chair)	Head - Reference Services
Mary Alice Robinson	Bibliographic Assistant - Zahn IMC/SSA Library
Barbara Sargen (Liaison)	Bibliographic Assistant - Reference Services
William Stout	Bibliographic Assistant - Access Services, Reserve

Task Force on Public Service and Technology

Marie Adams	Clerk - Special Materials, Micromaterials
Ann Dougherty	Bibliographic Assistant - Reference Services
Richard Duris	Librarian - Technical Services
Gladys Henderson	Clerk - Administrative Services
Wayne Maxson (Liaison)	Head - Special Materials
Thomas Whistler	Bibliographic Assistant - Access Services, Reserve
Joseph Zucca (Chair)	Bibliographic Assistant - Access Services, ILL

Task Force on Organization of Public Services

Patricia Case	Librarian - Special Collections, Contemporary Culture
Leigh Gordon	Bibliographic Assistant - Special Materials
Mark Jacobs (Chair)	Librarian - Reference Services, Business/Government Documents
George Knorr	Bibliographic Assistant - Technical Services
Scott Mandernack (Liaison)	Librarian - Reference Services
Jocelyn McCrae	Bibliographic Assistant - Biology Library
Janice McKemey	Office Manager - Administrative Offices
Lance Miller	Clerk - Access Services, Stacks

Task Force on Staffing and Management

Karen Aubitz	Bibiliographic Assistant - Reference Services, Business/ Government Documents
Ida Ginsburgs	Librarian - Reference Services
Stephen Landstreet (Chair)	Bibliographic Assistant - Access Services, Reserve
George Libbey	Personnel Officer - Administrative Offices
Rhea Mihalisin (Liaison)	Bibliographic Assistant - Physics Library
Lars Porter	Bibliographic Assistant - Special Materials, Serials
Allison Sleeman	Librarian - Ambler Library

ORGANIZATION

In 1980 the Central Library System conducted a self-study focusing on the overall organization of the library system, which resulted in a total reorganization. The Study Team has taken this opportunity to review the 1980 Reorganization and evaluate the current structure as it relates to public services. Because the OMS Study was conducted in the absence of a director and major changes at this time were unlikely, the Study Team's objective was to fine-tune the current structure to improve public services.

Administrative Positions

It has been determined that the reporting lines to and job descriptions of the Director and Deputy Director have been unclear. The 1980 Reorganization Report suggested the replacement of two Associate Directors, one each for Technical and Public Services, with a single Deputy Director to whom all Department Heads were to report. The Deputy Director was to "guide the library in the creation and implementation of policy decisions in consultation with the (Departments Heads)." (p.54) The establishment of the Deputy Director position was intended to "streamline the Director's span of control" and free the Director of sufficient day-to-day responsibilities to enable him to move more in the direction of the 'University Librarian'." (p.52) A strong relationship with Temple's faculty, administration and students, as well as to the wider community, is critical to obtaining the support the library requires. Removing the Director from day-to-day operations should facilitate the development of support. Unfortunately, a clear understanding of the Deputy Director's and Director's roles has not existed.

Recommendation 1: The Study Team recommends that clear role definitions for the Director and Deputy Director be formulated. Questions about day-to-day operations should be brought to the attention of the Deputy Director. The Deputy Director will decide if the issue warrants the Director's attention. The Deputy Director will be responsible for designated interdepartmental policies and committees.

Regular Administrative Council meetings will continue to be the forum for Department Heads to bring major policy issues to the Director's attention.

Responsibility: Director

Implementation: 4-6 months after date of hire

Source: Task Force on Organization of Public Services,
Study Team

The 1980 Reorganization included the appointment of a Head of Administrative Services Department. All fiscal matters, duplicating services, statistics gathering and physical plant activities are handled by this department.

After only one year the Head of Administrative Services retired. Instead of filling the vacant position, the duties of the Administrative Services Head were given to the Personnel Officer. This arrangement has substantially increased the workload of the Personnel Officer/Head of Administrative Services, resulting in inadequate attention being given to such issues as staff orientation, training and development programs, and other personnel services.

Recommendation 2: The Study Team recommends that the Head of Administrative Services position be filled. This will release the Personnel Officer/Head of Administrative Services from current duties to devote more attention to personnel issues. With the additional responsibilities (as recommended by the Study Team) assigned to the Head of Administrative Services, the time needed to perform these duties will require one full-time position. This also provides an opportunity for the original 1980 Reorganization scheme to work.

Responsibility: Director

Implementation: January 1986
(or as soon as financially possible)

Source: Study Team

Recommendation 3: The Study Team recommends that the Personnel Officer's responsibilities be clarified to include closer interaction with University Personnel Services, assistance with hiring procedures, counseling of staff regarding benefits, union contract questions, etc. and increased emphasis on the establishment of staff orientation, training and development programs.

Responsibility: Director

Implementation: 4-6 months after date of hire

Source: Task Force on Organization of Public Services,
Study Team

The Study Team also suggests that this organizational stucture again be reviewed at a future date; if it is determined that it is not successful, then the alternative of two Associate Directors should be considered.

System-Wide Standing Committees

Currently, a number of activities and services are performed independently in several departments throughout the Central Library System. In some cases, one department is given sole responsibility for coordination of activities performed in all departments; in other cases, there is no coordination at all. Under such an arrangement, it is often difficult to recognize the needs and interests of other units performing the same or related functions; the dispersion leads to duplication of efforts and the communication flow is often irregular, if not totally absent, to all affected units. It is also felt that these programs receive too little attention and priority from the organization as a whole, and are therefore not given adequate levels of staffing, financial resources, etc.

Recommendation 4: Establish system-wide standing committees, which would increase the potential for providing quality public services by taking advantage of the diverse human resources available among the CLS staff. Such an arrangement would also further promote inter-departmental input into the decision-making processes relating to the particular services or programs, as well as give higher priority throughout the CLS to each area.

Each committee would report directly to the designated administrator (Deputy Director or Personnel Officer), who would serve ex-officio. The members of each committee would be appointed by the Deputy Director and should include at least one librarian, one bibliographic/administrative assistant, and one clerical staff member. The actual number of members to serve on each group would be determined by the Deputy Director, preferably 4-6 people on each committee. As a means of involving the greatest number of interested staff, the selection of members should be made annually from among those volunteering or nominated. Terms would be for two years, but should be staggered to ensure consistency and a continual progression of the group's work.

Communication to the staff should be achieved by distributing abridged minutes of the committee meetings to the staff. Confidentiality among committee members should be emphasized.

The Deputy Director would appoint members to the committee with consultation of the individual's Department Head and would be responsible for presenting issues from the committees to the Administrative Council.

The specific programs/services to be addressed in this fashion are:

(a) Library orientation and instruction. This group would serve primarily in an advisory capacity to the

Deputy Director. Its purpose would be to coordinate all library instruction policies throughout the CLS and to promote current and foreseen needs for the formulation and maintenance of an effective instruction program.

(b) Computerized literature searching (COMLIT). The primary purpose of this group would be to make recommendations to the Deputy Director on policy regarding the COMLIT service in the CLS. This group would be composed of representatives from all sites providing the service.

(c) Automation planning. The purpose of this group would be to discuss all automated services in the CLS and any related issues (i.e., procedures, policies, problems, future needs and plans) and to report these to the Deputy Director. The permanent membership of the current Automation Planning Committee should be expanded to include non-department heads. Its composition should be representative of those CLS departments/units which provide or are served by automated services. As issues arise, members from affected areas should be added on a temporary basis. As needed, implementation committees should be created on an ad-hoc basis per issue.

(d) Public relations. Keeping the CLS and the University community informed of activities, services, and collections within the CLS would be the responsibility of this group. Reporting to the Deputy Director, this group would be more activity-oriented than those previously discussed; activities may include the writing and circulation of newsletters, setting up displays and exhibits, planning lectures and receptions, etc.

(e) Staff training and development. The purpose of this committee would be to advise and assist the Personnel Officer in developing effective staff training and development programs for all personnel in the CLS. This group would report to the Personnel Officer.

(f) Desk services. The purpose of this group is to improve communications among departments which work directly with the patrons. Reporting to the Deputy Director, this committee will coordinate public services desk policies and procedures throughout the CLS. Membership should include one department head, on a rotation basis.

Responsibility: Director

Implementation: September 1984

Source: Task Force on Organization of Public Services,
Task Force on Staffing and Management, Study Team

Engineering/Architecture and Science Collections

Within the CLS, there are no formal lines of communication and organization among the Departmental Science Libraries and the branch Engineering & Architecture Library. For the past year, the Head of the Engineering & Architecture Library has been overseeing the departmental libraries.

Recommendation 5: Create a new Science and Engineering Libraries Department that would consist of the four departmental libraries--Biology, Chemistry, Physics and Mathematical Sciences--and the Engineering & Architecture Library. This would allow for one administrative entity for all main campus science libraries. This combination should facilitate better provision of service to student and faculty through increased coordination of policies and collections. This does not imply any physical merger.

Responsibility: Director

Implementation: Immediately

Source: Task Force on Organization of Public Services, Study Team

Currently there are two librarians responsible for collection development in the sciences, one of whom is the Head of Collection Development and the other, the Head of the Engineering & Architecture Library. With the added responsibilities of administering the departmentals, the Head of the Engineering & Architecture Library would no longer have the time to fulfill Paley collection development responsibilities.

Recommendation 6: Hire a science Reference/Collection Development librarian to assume all collection development responsibilities for the sciences for Paley and the Departmental Science Libraries.

Responsibility: Director

Implementation: July 1986
(or as soon as financially possible)

Source: Task Force on Organization of Public Services, Study Team

Film Library

Because of a variety of administrative problems, the Film Library staff has been reporting to the Director since April 1983; prior to this time, they had been reporting to the Head of the Special

Materials Department. The resolution of these problems should allow the reinstatement of the former administrative structure.

Recommendation 7: The Film Library Staff should report to the Head of Special Materials.

Responsibility: Director

Implementation: 4-6 months after date of hire

Source: Study Team

Continuations

The 1980 Reorganization attempted to organize departments that perform similar functions. At present, the purchase and receipt of continuations is in the Serials Unit of the Special Materials Department, along with the acquisition of periodicals and non-print materials.

Recommendation 8: The purchase and receipt of continuations should be moved from its current location in Special Materials to the Pre-Cataloging Unit of the Technical Services Department, where all other acquisitions of monographic materials are processed.

Responsibility: Director

Implementation: 4-6 months after date of hire

Source: Task Force on Organization of Public Services,
Study Team

STATISTICS/SURVEYS

Statistics and surveys are methods by which a library can get a profile of its current and potential clientele. Two Task Forces were asked to investigate current statistical and survey techniques being employed in the Central Library System and to recommend refinements and new methods which could be used. Both Task Forces found little, if any, coordination between those units of the CLS gathering statistics. The type, definition of terms, and methods used to collect the statistics varied widely from one unit to another. As a result few accurate comparisons or conclusions could be drawn from the myriad of statistics currently gathered.

Responsibility

Recommendation 9: The Head of Administrative Services should be responsible for coordinating the regular collection of statistics and for creating and administering surveys requested by the various departments or administration of the CLS. Outside experts or information, such as the ARL SpecKit on User Surveys, should be utilized whenever necessary. The Head of Administrative Services may appoint ad-hoc committees, as needed, to ensure staff input and to assist with the development and distribution of any statistics gathering or survey instruments. The Administrative Services Department should issue to the director and each CLS Department an annual report summarizing CLS user and use statistics.

Responsibility: Director

Implementation: 4-6 months after date of hire.

Source: Task Force on Users and Their Changing Needs,
Task Force on Staffing and Management

Determination of Needs

Recommendation 10: An ad-hoc sub-committee of the Administrative Council should carefully determine a core set of library use statistics to be regularly recorded at all CLS sites according to uniformly defined categories, and should determine the breakdowns (e.g.: user types, LC classes, hours of the day, etc.) and time periods (e.g.: semester or year) for which totals will be uniformly calculated by all departments in the CLS.

Responsibility: Director

Implementation: 2-4 months after date of hire

Source: Task Force on Staffing and Management,
Task Force on Users and Their Changing Needs

Statistics Gathering

Recommendation 11: One of the basic statistics kept by all of the branch libraries but not kept by Paley is a library user count. The Study Team recommends that a consistent population count be maintained in Paley by monitoring either the exit gates or entrance turnstiles. The population information should be collected by sampling at regular intervals.

Responsibility: Head of Administrative Services

Implementation: Immediately

Source: Task Force on Staffing and Management

Recommendation 12: Survey instruments can provide further information about library user characteristics, attitudes, and perceptions of their own needs. Since CLS resources cannot support any extensive survey, it is recommended that no attempt to survey the university population at large be conducted. However, a brief, self-administered questionnaire to a small, well-defined sample of users is recommended to provide an informal "snapshot" of CLS users. This survey should be taken on a regular on-going basis, perhaps every three years. This would usefully complement the more systematically collected library use statistics.

Responsibility: Head of Administrative Services.

Implementation: Fall 1986

Source: Task Force on Users and Their Changing Needs

Recommendation 13: At the same time the periodic survey is being conducted, the CLS should obtain university-wide statistics on numbers of faculty and students (graduate, undergraduate, and continuing education--the undergraduates broken down by class levels) at each Temple campus and in each school or college (faculty and graduate students within Arts and Sciences further broken down by department, and all students broken down into matriculated/non-matriculated, resident/non-resident categories). Such data on the total population will provide an explanatory context for evaluating the data collected in-house. On occasion, comparison of university-wide and internal library statistics may also reveal anomalies that point to user needs not discernible from in-house data alone (e.g., new target groups for bibliographic instruction).

The on-going study of user characteristics should fully exploit the GEAC on-line circulation system capabilities (as yet unknown) for integrating CLS borrower data with the university's student and staff databases, ISIS and THRIS, respectively.

Responsibility: Head of Administrative Services

Implementation: Spring 1986

Source: Task Force on Users and Their Changing Needs, Study Team

Recommendation 14: No mechanism exists in the CLS for soliciting systematic input by faculty to library departments concerning the development and evaluation of public services. This lack is felt especially in relation to general reference services and collections. As a first step in obtaining information about faculty use, their evaluation of, and wishes for public services in the CLS, the Paley Reference Collection Development Committee and existing Reference Desk Committee should jointly draft a very brief questionnaire soliciting opinions on the general reference collection and information/reference services. This should be sent in the fall semester 1984 to a selected group of main campus faculty including, but not limited to, the Senate Library Committee and the College of Arts and Sciences Ad Hoc Committee on the Library. The Paley committees should expect to follow up the mailing with phone calls to ensure adequate response, and may later want to interview some respondents in person. Depending on the results, the CLS may want to recommend incorporation of this activity into the periodic survey of CLS user needs.

Responsibility: Head of Reference with the Paley Reference Collection Development and Desk Committees

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs, Study Team

USERS' SERVICES

Throughout the CLS a number of services are currently being offered, which, due to various prohibiting factors -- unclear direction, lack of coordination, inadequate staffing, and/or minimal financial resources -- have been unable to sufficiently meet the needs of their respective audiences. It is recognized that these services are vital to attaining the organization's service goals, and that a real commitment is necessary for them to advance to their proper position in the organization. The potential is there. What is needed now is to tap those resources, and to develop stable programs that have the inherent flexibility to meet with changing needs and new developments, while still providing outstanding levels of service.

In proposing the following recommendations, it is hoped that two important services in particular will be further expanded: computerized literature search service (COMLIT) and library instruction. Another less easily defined service which deserves attention is the provision of in-depth reference service, which is also discussed in a succeeding recommendation.

COMLIT Service

The COMLIT service is presently offered at three sites throughout the CLS -- on Main Campus, in the Paley Reference Department and the Engineering & Architecture Library, and at the Ambler Campus Library -- and is administratively centered within the Reference Department, with a Coordinator reporting to the Head of Reference. All accounting of invoices is checked by the Coordinator and when approved, they are forwarded to the Administrative Services Department for payment. A COMLIT Searchers Committee meets regularly to discuss relevant issues and to provide input into policy-making as it pertains to the service. There is limited communication to and from other departments.

All activities in Paley, and some in Engineering & Architecture, are filtered through the Coordinator, with requests distributed to those searchers specializing in the subject of the search. Of the eleven searchers in the CLS, the distribution is as follows: one from Ambler, one from Engineering & Architecture, seven from Reference, one from Technical Services, and one from Zahn IMC. There is little overlap in search area responsibilities, so that in many cases, there may be only one qualified searcher to conduct a particular search. This can be very demanding on the librarian's time, in addition to being a potential source of frustration for the patron when scheduling of appointments becomes difficult.

Because of the growth of the service in recent years and new developments, the implications of which are becoming ever more apparent, the administration of the service will become increasingly complex. Concerns which may have an impact on the present operation are far-reaching, often requiring the review and/or establishment of general library policies: increased provision of ready reference services, full-text retrieval as a replacement for subscription items, general funding for the service, staffing levels needed, equipment needs, and publicizing the service. In an attempt to relieve the Reference Department of some of these demands and responsibilities, the Study Team proposes the following recommendations:

Recommendation 15: The COMLIT Committee (as outlined in the "Organization" section of this report) should provide the mechanism by which (a) communication among participating units would be facilitated; (b) those departments having potential uses of the service would have equal opportunities and access; and (c) policy-making could be done at the level necessary to better incorporate the service into the fulfillment of the library's mission.

Responsibility: COMLIT Committee

Implementation: September 1984

Source: Task Force on Organization of Public Services

Recommendation 16: Specific issues to be addressed by the COMLIT Committee should include:

(a) Review of present policies under which ready reference services are provided; of particular interest is the use of the Vu/Text database for the Philadelphia Inquirer. Implementation: Spring 1985

(b) An increase in the number of qualified searchers for various subject areas. Implementation: Fall 1984

(c) Review of the means of funding the service. Implementation: Spring 1985

(d) Consideration of equipment needs, accounting for future directions of the service and new technological developments; specifically, the use of a microcomputer should be considered as a means of further enhancing the services offered. Implementation: Fall 1984

(e) Better promotion of the service, working with the Public Relations Committee. Implementation: Fall 1984

Responsibility: COMLIT Committee

Source: Task Force on Public Service and Technology

Library Instruction

Library instruction, as it is practiced in the CLS, falls far short of what it could be. Though it has been deemed an important component of the organization's mission, a well-developed program has yet to be established. Most of the instructional services presently offered take place at Paley and Ambler. Other branches, the departmental libraries, and Special Collections Department are all candidates for areas where even greater efforts should be made in providing instructional services.

Several measures are proposed to take steps in establishing an effective library instruction program:

Recommendation 17 : The Library Instruction Committee (as outlined in the "Organization" section) should facilitate greater communication and coordination of all instruction services throughout the CLS. It is felt that enough issues of concern to the entire CLS require coordination beyond individual departments/units, therefore this group would report to the Deputy Director, and would serve in an advisory capacity on policy issues and have input into other decision-making relevant to instructional services.

Responsibility: Library Instruction Committee

Implementation: September 1984

Source: Task Force on Organization of Public Services

Recommendation 18: Specific issues to be addressed by the Library Instruction Committee should include:

(a) Use of an audio tape tour of the library. Implementation: Fall 1985

(b) Incorporation of computer assisted instuction. Implementation: Fall 1985

(c) Use of video programs for general orientation tours, as well as for instruction of specific library activities and/or sources. Implementation: Fall 1985

(d) Instruction in the use of existing technologies (GEAC, RLIN) and new technologies (on-line catalog). Implementation: Fall 1984

Responsibility: Library Instruction Committee

Source: Task Force on Public Service and Technology

Recommendation 19: Since Paley alone has many diverse needs in providing adequate instructional services, it is recommended that a full-time Bibliographic Instruction Coordinator be hired.

Responsibility: Director

Implementation: Summer 1985

Source: Task Force on Users and Their Changing Needs

Recommendation 20: Specific duties to be included in the BI Coordinator position should include:

(a) Coordinate all library instruction activities within Paley. Implementation: Summer 1985

(b) Develop realistic goals and priorities for the instruction program, in conjunction with the Library Instruction Committee. Implementation: Summer 1985

(c) Develop and conduct training sessions for staff in basic and advanced library/bibliographic instruction methodology, working with the Library Instruction Committee. Implementation: Fall 1985

(d) Determine which segments of the University's population most need instruction, using data gathered from the user survey (see "Statistics and Surveys" section of this report). Implementation: Spring 1987

(e) Foster cooperation between all sites within the CLS offering instruction with regard to statistics gathering, teacher training, and sharing of ideas, through membership on the Library Instruction Committee. Implementation: Summer 1985

(f) Promote library services and resources, by using available campus media and working with the Public Relations Committee. Implementation: Fall 1985

Responsibility: Bibliographic Instruction Coordinator

Source: Task Force on Users and Their Changing Needs, Study Team

Recommendation 21: To provide some direction to a system-wide instruction program, a policy statement should be formulated, defining library instruction as it relates to users, other services, and staff responsibilities.

Responsibility: Director

Implementation: Summer 1985 (prior to hiring of BI Coordinator)

Source: Task Force on Users and Their Changing Needs

Recommendation 22: While the University is undergoing a general review of its curriculum requirements, looking toward the possibility of establishing a "core curriculum", the inclusion of a basic library skills requirement for graduation should be explored.

Responsibility: Director

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 23: If an understanding of basic library skills is accepted as a requirement for graduation, the establishment of a library use pre-test will be necessary as a means of measurement.

Responsibility: Director and the Library Instruction Committee

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

In-depth Reference Service

Many undergraduates and continuing education students need basic explanations of the purpose and use of reference tools; more experienced users sometimes need extensive advice on library research problems. Providing adequate service which meets the needs of both groups has been extremely difficult. In 1981 steps were taken to correct the situation with the establishment of additional service desks. The Catalog Desk was meant to provide assistance in the use of the card catalog, and the Reference Desk was for lengthy, in-depth reference questions; the Information Desk staff would answer the simpler information and directional questions while answering the bulk of the telephone calls.

The Reference Desk, however, has had limited success. It is difficult to make appropriate referrals from the Information Desk, many staff members are not comfortable walking through the Reference Area soliciting questions, and users and staff do not understand the different purposes of the desks. Reduced staffing levels have resulted in irregular hours further undermining its effectiveness.

In an attempt to alleviate this problem, the following recommendation is proposed:

Recommendation 24: Since the purpose of the Reference Desk is important, a renewed effort should be made to achieve it through another approach. A return to a single service point -- a combined Information/Reference Desk -- should be considered since it would allow more flexibility in staffing. It would also be less confusing to users and staff, and would not require question referral. A third person based at the combined desk could either be free to leave the desk to assist patrons with reference sources, or could answer all telephone calls, thus allowing the other staff to be more mobile. Since reference materials are limited at the branches, a third person could also be available for telephone reference requests from the branches. Possibly a clerk or student assistant could screen calls during busy mid-day hours. Whatever new approach is tried, it should encourage soliciting of questions by desk staff, but not rely on that for its effectiveness.

Responsibility: Head of Reference Services

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

ACCESS TO MATERIALS

Nearly every department, unit, and branch library in the CLS is plagued to some degree by the constant problems of inadequate access to materials. At some sites, the overriding concern is the physical inability to access materials; at others it is poor and insufficient bibliographic access, while at yet others, the need for clearer statements of the goals of the CLS, in terms of material selection policies, is most apparent. When considered together, these factors present a tremendous obstacle to the efficient use of the library and its resources.

With limited space and dwindling materials budgets -- problems to which the solutions may fall outside the capabilities of the Director and the CLS -- it is difficult to make realistic recommendations. However, the need for improvement is strong enough and obvious enough that the issues must be presented and, eventually, must be addressed.

Stacks Maintenance

Users are hindered in locating books by the overcrowding in the general stacks, and by the misshelving it encourages. Though concerted efforts to relieve the shelving problem are regularly undertaken, it is extremely difficult to maintain order in a collection of this size with the available resources.

Recommendation 25: Collection Development staff should establish guidelines for weeding to storage and weeding to withdraw. Collection Development and TSD should jointly establish a method of earmarking items for storage, preferably using GEAC rather than the shelflist.

Responsibility: Heads of Collection Development and Technical Services

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 26: Additional shelving was installed during the summer of 1984; shifting was begun immediately. The Study Team recommends that long-term space requirments be reviewed, and if congestion is not relieved, begin weeding, using established guidelines.

Responsibility: Head of Collection Development and selectors

Implementation: Fall 1985
(One year from completion of shifting)

Source: Study Team

Recommendation 27: As a means of improving the shelving and shelf-reading in the general stacks, increase the number of stacks clerks from 3 to 4.

Responsibility: Director

Implementation: Summer 1985
(or as soon as financially possible)

Source: Task Force on Users and Their Changing Needs

Another obstacle to locating books is the practice of using separate shelves for oversize books. The oversize shelves are not clearly marked in the stacks -- which is confusing -- and nowhere in the card catalog does it indicate whether a title is on the oversize shelf or in regular call number order.

Recommendation 28: Examine oversize shelving options and recommend the most feasible solution. Possibilities include (a) incorporating oversize books in regular order; (b) labelling oversize books in the card catalog; (c) using dummies in the stacks.

Responsibility: Head of Access

Implementation: Immediately

Source: Study Team

Replacement or Withdrawal of Missing Titles

Users are frustrated when books listed in the public card catalog have been overdue or in "replacement recommended" status for several years. At present, books are not considered for replacement unless 18 months in "locate" status or 2 years overdue to a courtesy card holder. Others remain overdue indefinitely. When books are finally considered for replacement, selectors are slow to order because replacements must be purchased from discretionary funds (money for new books). Public records are slow to be changed when missing items are withdrawn.

Recommendation 29: Heads of Access, TSD, and Collection Development should jointly design procedural improvements to be implemented when Mohawk circulation records are transferred to GEAC. Suggested changes are: (1) replace books automatically (unless out of print) if lost and paid for by borrower or after 18 months in the "locate" file; (2) purge all overdues to replacement recommended status, perhaps with different time periods for different user categories; (3) after X months in replacement recommended status, change to "missing, not replaced" or delete altogether from the circulation data base and the public card catalog.

Responsibility: Heads of Access Services, Technical Services, and Collection Development

Implementation: Immediately, so that procedures are in place by Fall 1984

Source: Task Force on Users and Their Changing Needs

Recommendation 30: Currently, the fine monies collected by the CLS are deposited into a general university account. Discuss with the Provost the possibility of keeping fine monies for the replacement of missing library materials.

Responsibility: Director

Implementation: 4-6 months after date of hire

Source: Task Force on Users and Their Changing Needs, Study Team

Intralibrary Loan

When GEAC is installed at branch and departmental libraries, users at those branch libraries for the first time will have bibliographic access to the collections of Paley and other branches. Intralibrary lending and borrowing is expected to change dramatically and the present policies and procedures will no longer be adequate.

Recommendation 31: In order for users to take full advantage of the increased access GEAC will offer, intralibrary loan policies, procedures, and staffing levels facilitating fullest access should be established.

Responsibility: GEAC Implementation Committee

Implementation: 3-6 months after terminals are installed

Source: Task Force on Public Service and Technology

A small collection of popular business titles was started in 1982 for the Temple program at the Naval Base. This collection is included in the card catalog but is not available to other Temple library users, either on site or through intralibrary loan. A few of the titles are duplicated at Ambler, almost none at Paley.

Recommendation 32: Establish interlibrary loan policies and procedures with the Navy collection, emphasizing document delivery.

Responsibility: Director

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 33: Consider buying duplicates of those titles most frequently requested from the Navy collection.

Responsibility: Head of Collection Development

Implementation: Immediately

Source: Study Team

Special Collections

The Special Collections Department, which includes seven units, commands considerable space and resources, yet the collections are not used to their fullest potential because of insufficient access (both physical and bibliographic). The units are physically dispersed and understaffed (6 1/2 FTE librarians cover five service points) resulting in limited service hours and/or the utilization of students to staff complex collections. Since large numbers of these materials are uncataloged, many items are bibliographically inaccessible by other public services staff members and users. Staff, material, and space resources have been spread even further by the acceptance of several valuable but large, unwieldy collections.

Recommendation 34: A long range solution is the centralization of the department with a common reading room and service desk. This would result in a more cohesive department, and would allow for extended hours with greater flexibility for professional staffing of all the collections at all hours. A large amount of space and funding would be needed.

Responsibility: Director

Implementation: Long-Range Plan

Source: Task Force on Organization of Public Services, Study Team

Recommendation 35: Better integrate the Special Collections Department into other public service departments and service points by having Special Collections units work with the Desk Services Committee in (a) drafting descriptions of materials and services in various units; (b) devising short training exercises for incoming Reference, Information and Catalog desk staff members to familarize them with collections; (c) utilizing the available forums to acquaint public services staff of new developments, etc. in Special Collections.

Responsibility: Head of Special Collections

Implementation: Fall 1984

Source: Task Force on Organization of Public Services, Study Team

Recommendation 36: Work toward establishing procedures and policies with TSD to ensure a rate of cataloging and processing comparable to that of the general collection.

Responsibility: Heads of Special Collections and Technical Services

Implementation: Immediately

Source: Task Force on Organization of Public Services

Recommendation 37: Develop and monitor collection development policies for special collections that adhere to the mission and goals of the CLS.

Responsibility: Heads of Special Collections and Collection Development

Implementation: January 1985

Source: Task Force on Organization of Public Services

Recommendation 38: Work with relevant academic departments to arrange space for materials deemed worth preserving but unlikely to require high volume use.

Responsibility: Head of Special Collections

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 39: Work with donors to achieve greater flexibility in handling collections.

Responsibility: Head of Special Collections

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Temple Dissertations

Since July 1982 Paley's circulating collection of Temple dissertations and theses has been stored in boxes in a warehouse, causing great frustration to users in several ways. (1) Although users who are merely interested in seeing format or copying bibliographies are referred to the microfilm collection, requests for archival copies have doubled. This is partly because some users resist microfilm. But it is also the case that microform copies of requested dissertations are often out on ILL, and users must then be re-referred up to Templana, the Special Collections Unit maintaining archival copies of dissertations. Their initial annoyance at being sent from location to location rises to real frustration if this occurs during evenings and weekends when Templana is closed. (2) Originally, users who wanted a circulating copy were expected to wait 24 hours for retrieval, but the time was soon lengthened to 48 hours minimum. Three requests per working day is average (it can go as high as 20), requiring two or more warehouse trips per week by student assistants. They must locate the items in boxes stacked five high and sometimes must make extra trips because there are too many items to carry at one time. (3) In addition to these direct frustrations to users, much professional staff time has been misdirected into supervision of retrieval and recordkeeping and into conflicts with angry patrons.

Recommendations 40: For users interested mostly in format, provide a collection in Reserve of the last 6 months' worth of dissertations that can circulate either 3 days or a week.

Responsibility: Director

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 41: Reinstate binding of circulating copies of dissertations.

Responsibility: Director

Implementation: Immediately

Source: Study Team

Recommendation 42: To improve access to the circulating collection, begin immediately to provide enough student assistant time for daily warehouse trips.

Responsibility: Head of Special Collections

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 43: Install shelving in storage facility to aid in retrieval.

Responsibility: Head of Special Collections, with Director

Implementation: 6 months - 1 year after date of hire of Director

Source: Task Force on Users and Their Changing Needs

Recommendation 44: Consider permanent transfer of all dissertations to Paley.

Responsibility: Director

Implementation: 1 year after date of hire

Source: Task Force on Users and Their Changing Needs

Current Periodicals

Due to the loss and mutilation of periodicals and to the loss of space for shelving, current periodicals were placed in a closed area in 1983, retrievable only by staff. This has severely restricted use by making browsing impossible and retrieval possible only when the area is staffed. In addition, the periodical check-in work area is directly visible to users, encouraging attempts by users to obtain materials before they are processed.

Recommendation 45: Redesign and rearrange present current periodical and micromaterials area to provide the following features: (a) an open current periodicals browsing area for all library users; (b) adequate shelf space and seating in the browsing area; (c) limited access to the browsing area by having a single entrance/exit and using turnstiles or other barriers or sensing devices; (d) increased security for micromaterials; (e) a service desk for restricted use items and information, positioned so that it offers additional security by providing a clear view of the browsing area; (f) a periodicals check-in area not visible to the general public but close enough to the desk to offer easy access to records.

Responsibility: Director and Head of Special Materials

Implementation: Immediately

Source: Task Force on Organization of Public Services,
Task Force on Users and Their Changing Needs,
Study Team

Recommendation 46: For additional ease of access to periodicals, a long range optimum would be to consolidate all journals, bound and unbound, in one location.

Responsibility: Director

Implementation: Long - Range Plan

Source: Study Team

Non-print Materials

Paley's present audiovisual collection is limited to the holdings of the Audio Room and the Film Library. The Audio Room's holdings are restricted to phonograph records and tapes which can be checked out by faculty members for classroom use or listened to in the Audio Room. The Film Library serves primarily as a booking agency for films shown in classes but does have a small collection of heavily used classroom films.

Budgets are limited in both cases; the cost of materials and equipment is high, and the demand for these two media, as well as others, such as filmstrips, remains strong.

Recommendation 47: Collection development policies should be written, or if already written, reviewed, for both the Film and Audio units. The policies should emphasize fulfilling curricular and instructional needs rather than recreational use.

Responsibility: Director and Heads of Collection
Development and Special Materials

Implementation: Immediately

Source: Task Force on Public Service and Technology

Recommendation 48: Investigate the possibility of circulating parts of the Audio Collection and develop a circulation policy that balances the need to preserve the materials (limited circulation) against the advantages of increased circulation, such as lower equipment needs.

Responsibility: Head of Special Materials

Implementation: Immediately

Source: Study Team

Recommendation 49: Increased efforts should be made to expand holdings of non-print materials and to explore acquisition of new formats.

Responsibility: Director and Head of Collection Development

Implementation: Immediately

Source: Task Force on Organization of Public Services

Recommendation 50: Improved bibliographic access to large microform sets should be provided, and the contents of sets acquired in the future should be cataloged.

Responsibility: Head of Technical Services

Implementation: Summer 1985

Source: Task Force on Public Service and Technology

TECHNOLOGY & AUTOMATION

The extent to which the Central Library System can support the education, research and service needs of the University is increasingly dependent upon technology. The remarkable growth in knowledge and the development of technologies to keep pace with it has altered the role of the library. The rapid pace of these technological changes will continue to have far-reaching impact.

The recommendations presented here are aimed at keeping the Central Library System current with and responsive to technological change by preparing to serve its patrons in the intensively automated environment of the future. For the most part these recommendations should be included in the charge to the Automation Planning Committee (see "Organization" section of this report), whose purpose is to discuss and recommend changes in automated services. The APC will be an important group during the Eighties as on-line services, such as bibliographic control and access, become central to library service. The APC must plan for implementation of an on-line catalog and an on-line acquisition system, keeping in mind the University's committment to the implementation of various computerized record management systems and the need to interface the Library's systems with them. The Committee must also evaluate the role of emerging technologies in the areas of document delivery, audio and video storage and display, and microcomputers. In addition they would be charged to keep the CLS staff aware of new developments in this area.

On-Line Systems

Up-to-date borrower and bibliographic information is essential in a complex library system. The implementation of on-line systems could provide for rapid exchange of information between sites, as well as gaining access to university records. Where such links are not now in existence, public services are seriously hampered.

Recommendation 51: The CLS should plan to install an on-line catalog at the earliest possible date. The effects the campus-wide telecommunications system will have on the access to our current on-line circulation system and on the development and use of any proposed on-line catalog must be considered.

Responsibility: Automation Planning Committee

Implementation: Immediately

Source: Task Force on Public Service and Technology

Recommendation 52: Interface RLIN (Research Libraries Information Network) and GEAC so that records of newly cataloged items can be immediately transferred from RLIN to GEAC. In addition, explore the development of a local cataloging database, with the records being loaded into GEAC and sent to RLIN.

Responsibility: Automation Planning Committee

Implementation: Fall 1984

Source: Task Force on Public Service and Technology

Recommendation 53: Implement a serials management system that would give on-line information about serial and periodical holdings at multiple service points throughout the CLS.

Responsibility: Automation Planning Committee

Implementation: 1986-1987

Source: Task Force on Public Service and Technology

Recommendation 54: Implement the RLIN acquisition system which will provide patrons and staff with immediate and accurate in-process information.

Responsibility: Head of Technical Service

Implementation: Immediately

Source: Task Force on Public Service and Technology

Recommendation 55: Continue to press for interfacing between ISIS (Integrated Student Information System), THRIS (Temple Human Resource Information System) and GEAC as a means of achieving accurate borrower information.

Responsibility: Director

Implementation: Immediately

Source: Task Force on Public Service and Technology

Recommendation 56: When RLG lifts its restrictions on the number of terminals allowed, the need for RLIN terminals at the branch and departmental libraries should be fulfilled. Then, additional terminals should be considered for Paley, particularly, at the Catalog Desk.

Responsibility: Automation Planning Committee

Implementation: When restrictions are lifted

Source: Task Force on Public Service and Technology

Document Delivery

Because of severe restraints on materials budgets, the CLS depends upon resource sharing to meet the needs of its patrons. New technological developments may offer new capabilities while making other equipment obsolete.

Recommendation 57: Once a method for exchanging all types of intralibrary loan requests has been established, either through GEAC or an electronic mail system, the TWX system at the branch libraries should be disconnected.

Responsibility: Director

Implementation: When alternative method is established

Source: Task Force on Public Service and Technology

Recommendation 58: The Library should utilize the new campus-wide telecommunication system to provide telefacsimile capabilities for intralibrary loan services throughout the CLS. Further study of alternative document delivery systems should be made, such as networking arrangements and the RLG telefacsimile project.

Responsibility: Automation Planning Committee

Implementation: Fall 1985

Source: Task Force on Public Service and Technology

Office Systems

A variety of microcomputer software is available for office operations which can be applied to specific functions in the CLS.

Recommendation 59: Plan for the installation of microcomputers in various locations in the Central Library System to facilitate office operations such as scheduling, word processing, accounting procedures, etc.

Responsibility: Automation Planning Committee

Implementation: Fall 1984

Source: Task Force on Public Service and Technology

Non-print Formats

Paley Library's non-book holdings are limited to audio cassettes and phonograph records, 16 mm films and microforms. The branches maintain collections in other formats as well, but the scope of subject coverage is limited.

Recommendation 60: Study and determine policies to establish effective use of the following technologies for the CLS: audio and video cassette recorders, microcomputers, video storage technologies and related software.

Responsibility: Automation Planning Committee

Implementation: Fall 1985

Source: Task Force on Public Service and Technology

STAFFING

The success of any library largely depends on the efficiency and effectiveness of its public services staff. A diverse set of skills is required to meet the needs of an ever-changing user population; moreover, to build a positive public image, the staff must be knowledgeable of services throughout the system. Effective management, coupled with successful training and development programs, will help to ensure that the CLS takes advantage of the full potential of its staff.

Orientation

Staff training begins with orientation, which should provide an overview of the operations of the entire library system, and the role of the library within the university. Throughout the CLS, inter-departmental cross training has been practiced for the past several years, as a means of providing better public service. However, it is felt that this could largely be eliminated if an adequate orientation program for all staff members was developed.

Recommendation 61: The Staff Training and Development Committee (as outlined in the "Organization" section) and the Personnel Officer should be responsible for conducting group orientations more frequently and for structuring them as half-day sessions, to accomodate staff at branch locations.

Responsibility: Personnel Officer and Staff Training and Development Committee

Implementation: Fall 1984

Source: Task Force on Staffing and Management

Recommendation 62: Develop orientation packets to be given to new staff members the first day. These packets should include the following:

a) a background statement, similar to that produced for the Director search, giving a broad overview of the structure of the Central Library System.

b) an overview of the operations of the library, i.e., how the library works.

c) a self-guided tour for staff, similar to those currently used in the Reference Department for students and faculty.

Responsibility: Staff Training and Development Committee

Implementation: Spring 1985

Source: Task Force on Staffing and Management

Recommendation 63: In addition to the orientation packet each staff member should be given a walking tour of their respective campus.

Responsibility: Department Heads, until Staff Training Development Committee provides such a mechanism.

Implementation: Fall 1984

Source: Task Force on Staffing and Management

Recommendation 64: Current non-public services staff should have an opportunity to become more knowledgeable of public services. All non-public service staff should be encouraged to attend the next orientation session.

Responsibility: Personnel Officer

Implementation: Immediately

Source: Task Force on Staffing and Management

Training

At present, public service training is conducted only within individual departments. There is no uniform system for training new staff or for informing staff members about policies and procedures in effect throughout the Central Library System. In addition, the 1980 Reorganization changed the role of some staff positions, forcing them into more direct contact with patrons. Provisions must be made for training staff to meet these new public service demands.

Recommendation 65: Each public service unit should develop training manuals for their respective operations. The training materials should be prepared for both full-time staff and student employees.

Responsibility: Department Heads

Implementation: Summer 1985

Source: Task Force on Staffing and Management

Recommendation 66: A CLS-wide Public Services Policies and Procedures Manual should be developed and available at all public service points (as outlined in the "Communication" section of this report).

Responsibility: Desk Services Committee

Implementation: Spring 1985

Source: Task Force on Staffing and Management

Recommendation 67: Ready-reference cards, manuals and handouts should be prepared for use by the staff at all public service points.

Responsibility: Desk Services Committee

Implementation: September 1984

Source: Task Force on Staffing and Management

Recommendation 68: Develop staff training sessions for handling such routines as answering telephone calls and making referrals.

Responsibility: Desk Services Committee

Implementation: January 1985

Source: Task Force on Staffing and Management

Recommendation 69: Administrative Services should produce an operations manual which would codify procedures and practices across CLS departments.

Responsibility: Head of Administrative Services

Implementation: Summer 1986

Source: Task Force on Staffing and Management

Recommendation 70: Plan on utilizing microcomputers for staff and student training.

Responsibility: Staff Training and Development Committee

Implementation: January 1986

Source: Task Force on Staffing and Management

Recommendation 71: The Special Materials Department (SMAT) is comprised of several units that provide diverse services and functions. Since there is only one Micromaterials clerk, the entire staff of SMAT should be trained to handle the micromaterials equipment so that service can be provided at all times.

Responsibility: Head of Special Materials

Implementation: Immediately

Source: Task Force on Public Service and Technology

Development

A higher priority must be given to staff development beyond that specifically needed for job performance. Opportunities for education and training should be expanded and encouraged.

Recommendation 72: The Staff Training and Development Committee should work closely with the AAL Continuing Education Committee to develop appropriate programs for the entire library staff.

Responsibility: Staff Training and Development Committee

Implementation: Fall 1984

Source: Task Force on Staffing and Management

Recommendation 73: All levels of staff should be encouraged to attend workshops originating outside the library.

Responsibility: Staff Training and Development Committee

Implementation: Fall 1984

Source: Task Force on Staffing and Management

Recommendation 74: There should be more in-house workshops and seminars dealing with both system-wide and departmental public service issues which are of concern to a wide cross-section of staff.

Responsibility: Staff Training and Development Committee

Implementation: Spring 1985

Source: Task Force on Staffing and Management

Recommendation 75: The current routing practices for professional journals should be examined with regard to goals, how well those are being met, problems, and possible changes or alternatives.

Responsibility: Staff Training and Development Committee

Implementation: Fall 1984

Source: Study Team

Management

The recent reorganization of the Central Library System has been one attempt to facilitate efficient management of public services. The expansions and addition of services during a period of staff reductions requires more than a streamlined organization. Innovative uses of staff and the development of policies governing the distribution of staff time are also necessary.

Recommendation 76 : Flexible scheduling of staff should be encouraged to facilitate additional service hours.

Responsibility: Public Service Department Heads

Implementation: Immediately

Source: Task Force on Staffing and Management

Recommendation 77: Greater efforts should be made to secure additional staff assistance -- perhaps through grant agencies or from appropriate academic departments -- to process and fully catalog special collections.

Responsibility: Head of Special Collections

Implementation: Spring 1985

Source: Task Force on Users and Their Changing Needs

Recommendation 78 : Review the 1980 Student Worker Task Force Report, highlight what has been accomplished and make any recommendations deemed necessary.

Responsibility: Staff Training and Development Committee

Implementation: Spring 1985

Source: Task Force on Staffing and Management

Recommendation 79: Currently there is no policy governing distribution of staff time. Develop an overall plan for achieving library service priorities through reasonable division of staff time and other resources. This plan should include a cost analysis of major library functions, including a realistic assessment of time going into regular administrative, supervisory and committee activities.

Responsibility: Director

Implementation: 6 months to 1 year after hire

Source: Task Force on Users and Their Changing Needs

COMMUNICATION

During the self study, the CLS staff repeatedly cited communication as a crucial factor in the effective operation of the system. Concerns were raised about problems in the flow of communication throughout the system, 'upward' and 'downward' between administration and staff, laterally among departments and branch libraries, and to the university community. The poor internal and external communication patterns noted in the study affect the quality of public services being delivered by the library staff.

Desk Services Committee

Public services policies and procedures in practice in one department or library are not being clearly transmitted to all services points throughout the Central Library System.

Recommendation 80: A policies and procedures manual governing transactions between public service personnel and library users should be produced by the Desk Services Committee (as outlined in the "Organization" section). The manual would be an attempt to standardize policies and procedures as much as possible, taking into account the materials contents of each department. They would be charged with devising a system of classification of all public service procedures and policies in the CLS, as well as a method of indexing and updating the manual. The manual would be available for consultation at all public service points. Existing versions of the CLS Operations Manual, the Ready Reference Manual, and the Reference Services Policies and Procedures Manual can be used as guides.

A by-product of the manual would be the promotion of staff input on policy and procedural issues and the encouragement of participation by the staff in decision making on the departmental level.

Responsibility: Desk Services Committee

Implementation: Spring 1985

Source: Task Force on Staffing and Management

Recommendation 81: The variation in service hours from service point to service point makes it difficult for staff to refer patrons for correct assistance. The level of staff on duty and service hours are not generally known outside the respective departments. The Desk Services Committee is charged with compiling the service hours and level of staff on duty for each public service point within the CLS, and making the resulting document available to each point for staff use in referring patrons. The document should be regularly updated and distributed.

Responsibility: Desk Services Committee

Implementation: Fall 1984

Source: Task Force on Staffing and Management

Recommendation 82: A tape-recorded message should be connected to the Information Desk telephone number when the desk is closed, giving callers the hours and phone numbers of major services. This may cut down on wasted trips by patrons to closed service points.

Responsibility: Desk Services Committee

Implementation: Summer 1985

Source: Task Force on Users and Their Changing Needs

Under the present arrangement there is no central telephone number for incoming calls at Paley Library,and many departments receive misdirected calls. In particular, the Information Desk, by nature of its name, receives a substantial proportion of calls about library hours and general services.

Recommendation 83: Study the feasibility of an alternative telephone answering system, such as a centralized switchboard.

Responsibility: Desk Services Committee

Implementation: Fall 1984

Source: Task Force on Users and Their Changing Needs,
Study Team

Public Relations Committee

Information concerning general library news, policies and procedures does not flow smoothly throughout the Central Library System and to the university community. Attempts have been made at writing newsletters and distributing minutes from Administrative Council meetings to bridge the gap, however, they have been irregular and sporadic in duration.

Recommendation 84: The Public Relations Committee (as outlined in the "Organization" section) would be responsible for publishing a staff newsletter on a more regular basis, no less than twice a month. It should be used as a vital organ for dissemination of general library news and changes in library operations.

Responsibility: Public Relations Committee

Implementation: Fall 1984

Source: Task Force on Staffing and Management

Recommendation 85: The Public Relations Committee should take on the responsibility of distributing information about the library's basic services and policies to the university community. Publications with campus-wide distribution, such as the schedule of classes and campus newspapers, could be used for this purpose.

Responsibility: Public Relations Committee

Implementation: Fall 1984

Source: Task Force on Users and Their Changing Needs

Signs

A uniform sign system in the main library and branch libraries is non-existent. Each library, and the units within the library, have been producing their own signs in an attempt to fill this void. In March 1983, Director Joseph Boisse charged a four person ad hoc sign committee for Paley with studying the library's signage needs. Their report has not been implemented.

Recommendation 86: Responsibility for both the co-ordination of sign needs and their production should be assigned to a specific job description.

Responsibility: Director

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 87: The existing ad-hoc sign committee report should be reviewed and implemented.

Responsibility: Director

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 88: Funds should be allocated for both initial installation and future maintenance of signs.

Responsibility: Director

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 89: Signage needs of the branch and departmental libraries within the CLS should be studied, and resulting proposals implemented at the earliest possible time.

Responsibility: Branch Library Department Heads

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Visually Impaired Users

Former arrangements that were in existence between the Office for the Disabled and Paley Library have fallen by the wayside. The needs of visually impaired users are not being met.

Recommendation 90: The Director should appoint an interested librarian to serve as a liaison between the CLS and the Office for the Disabled in order to provide for on-going communication concerning the special needs of visually impaired users.

Responsibility: Director

Implementation: Fall 1984

Source: Task Force on Users and Their Changing Needs

Suggestion Box

Collection development is performed by librarians with specialized subject backgrounds; these selectors maintain liaisons with faculty members in various departments. While this mechanism is well established to gain faculty input into materials selection, there is no well-defined route for other patrons to follow if they wish to suggest a purchase for the library.

Recommendation 91: To gather input on collection development from a source other than the departmental liaisons, the Study Team recommends the utilization of a suggestion box in Paley.

Responsibility: Head of Collection Development

Implementation: Immediately

Source: Study Team

Electronic Mail

In a large library system spread over several campuses, it is difficult to keep staff currently informed of changes in daily routines and other pertinent information.

Recommendation 92: An electronic mail system should be installed to facilitate the rapid delivery of information. In the future this system could supplement the staff newsletter as a means of systemwide communication.

Responsibility: Automation Planning Committee

Implementation: Fall 1985

Source: Task Force on Public Service and Technology

FACILITIES AND EQUIPMENT

Physical facilities dictate much of what an institution can accomplish in providing services and attaining its mission. Perhaps the most crucial problem in the CLS is that the collections and services have grown at a rate faster than what space has allowed. Furthermore, general maintenance of existing buildings and equipment has been seriously neglected.

Space

Throughout the Central Library System critical shortages of space for storage and seating limit the libraries' ability to provide service. Paley Library was built in 1966 with projected capacities for 1,000,000 volumes and 2500 readers. The library currently provides seating accomodations for 1550 readers. With current CLS material holdings well over 1,250,000 the need for additional space is readily apparent. Similar problems of overcrowding exist in TUCC (Temple University-Center City) and Ambler Libraries.

Recommendation 93: A new building or wing to Paley would be the ideal solution to the critical shortage of "direct-access" space and seating. Plans for a new facility should be initiated.

Responsibility: Director

Implementation: Long - Range Plan

Source: Task Force on Users and Their Changing Needs

Planning and construction of a new facility will require several years. During the interim several temporary solutions should be pursued. The Study Team would like to emphasize that the following recommendations should not be considered as alternatives to the first recommendation.

Recommendation 94: Find adequately staffed storage areas to house those materials weeded from the general collection in Paley. Provisions should be made for one or two day retrieval.

Responsibility: Director

Implementation: 4-6 months after date of hire

Source: Task Force on Users and Their Changing Needs

Recommendation 95: Locate additional space for collections and seating at TUCC and Ambler libraries.

Responsibility: Director

Implementation: 6 months to 1 year after date of hire

Source: Task Force on Users and Their Changing Needs.

Recommendation 96: Investigate the possibilities of either a) transferring a cluster of Special Collections units to another building or b) storing selected collections in relevant academic departments.

Responsibility: Head of Special Collections and Director

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 97: To allow for additional seating space in Paley, relocate the Office of Continuing Education.

Responsibility: Director

Implementation: Immediately

Source: Study Team

Building Maintenance

Paley Library was recently described as looking "tired and worn." Changes in several areas would improve the library's appearance and make it more inviting to the patron. In addition, the safety of some of the facilities is questionable and requires attention.

Recommendation 98: Replace the elevators, which are said to be the oldest on campus and constantly out of order; that they are dangerous has been shown by several recent incidents, one that resulted in injury.

Responsibility: Director

Implementation: 6 months - 1 year after date of hire

Source: Task Force on Users and Their Changing Needs

Recommendation 99: Arrange for Campus Police officers to patrol the building regularly, especially during off-peak and weekend hours. They should be informed of library regulations, such as those concerning food and noise, and be expected to enforce them among the library clientele.

Responsibility: Director

Implementation: 6 months - 1 year after date of hire

Source: Task Force on Users and Their Changing Needs

Recommendation 100: Arrange for at least minimal cleaning of Paley on weekends (i.e., restrooms) and arrange for more thorough cleaning of Paley during off-peak hours, since adequate cleaning during heavy use periods is difficult.

Responsibility: Head of Administrative Services

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 101: Replace carpeting in Paley.

Responsibility: Director

Implementation: Immediately

Source: Study Team

Audiovisual Equipment

The effective use of various audiovisual collections is severely limited by the lack of adequate facilities. This problem is especially critical at each of the branch libraries where collections in specialized formats are essential to the fulfillment of their missions. Compounding the issue is the inadequate storage and display of some of these collections.

Recommendation 102: Budget for regular inspection and replacement of all A-V equipment at all CLS sites.

Responsibility: Director

Implementation: 6 months -, 1 year after date of hire

Source: Task Force on Users and Their Changing Needs

Recommendation 103: Obtain service contracts to insure proper maintenance of all equipment.

Responsibility: Director

Implementation: 6 months - 1 year after date of hire

Source: Task Force on Users and Their Changing Needs,
Task Force on Public Service and Technology

Recommendation 104: Replace those microform readers/printers that are obsolete and beyond repair, and purchase additional self-service microform printers with lenses capable of reading and printing all standard microform sizes.

Responsibility: Director

Implementation: 6 months - 1 year after date of hire

Source: Task Force on Users and Their Changing Needs,
Task Force on Public Service and Technology

Recommendation 105: Replace microfilm storage boxes and existing shelving with standard microfilm cabinets in Special Materials, and acquire additional cabinets for Government Documents and Maps.

Responsibility: Director

Implementation: 6 months - 1 year after date of hire

Source: Task Force on Users and Their Changing Needs

Recommendation 106: Acquire carrels and equipment for slide study at Tyler. Equipment should be capable of rear and distance projection.

Responsibility: Director

Implementation: 6 months - 1 year after date of hire

Source: Task Force on Users and Their Changing Needs

Photocopy Equipment/Facilities

Existing photocopy service at Paley Library is inadequate for both staff and patrons. Patrons regularly complain about the quality of copiers, and the lack of dollar changers nearby is a source of frustration. Journals and other non-circulating materials are frequently released to allow faculty and staff to photocopy materials at other locations. The lack of adequate photocopiers is a source of frustration for staff members, especially inter-library loan staff, who must maintain high turn-around-time, a priority of users and RLIN cooperatives. Finally, existing copiers on the second and third floors of Paley have been a source of noise.

Recommendation 107: Install a copy center in Paley that would have coin-operated machines for patrons, as well as a voucher system for faculty and staff. The copy center should have copiers with special reprographic capabilities (e.g., reduction, enlargement, high quality reproduction of photographs, etc.)

Responsibility: Director

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs,
Task Force on Public Service and Technology

Recommendation 108: Investigate the possibility of moving photocopiers on the 2nd and 3rd floors to the public elevator and stairwell lobbies.

Responsibility: Head of Administrative Services

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

Recommendation 109: Provide the Inter-Library Loan Unit with either a photocopier or better access to photocopiers than currently exists.

Responsibility: Head of Administrative Services

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs,
Task Force on Public Service and Technology

Recommendation 110: Install dollar changers in all CLS locations where copy machines are located. In Paley Library dollar changers should be installed on the 2nd and 3rd floors and a $5.00 bill changer installed on the first floor.

Responsibility: Head of Administrative Services

Implementation: Immediately

Source: Task Force on Users and Their Changing Needs

APPENDIX A

PERSONS RESPONSIBLE FOR PROPOSED RECOMMENDATIONS

PERSONS RESPONSIBLE FOR PROPOSED RECOMMENDATIONS

DIRECTOR

Plan for a new building or wing to Paley - Long-Range Plan (Recommendation 93)

Consolidate all bound and unbound journals in one location - Long-Range Plan (Recommendation 46)

Centralize the Special Collections Department with a common reading room and service desk (with Head of Special Collections) - Long-Range Plan (Recommendation 34)

Create a new Science and Engineering Libraries Department - Immediately (Recommendation 5)

Consider the possibility of including a basic library skills requirement for graduation - Immediately (Recommendation 22)

Establish a library use pre-test (with Library Instruction Committee) - Immediately (Recommendation 23)

Provide a collection in Reserve of the last 6 months of dissertations for circulation - Immediately (Recommendation 40)

Reinstate binding of circulating copies of dissertations - Immediately (Recommendation 41)

Redesign and rearrange current periodicals area (with Head of Special Materials) - Immediately (Recommendation 45)

Review collection development policies for the film and audio collections (with Head of Special Materials) - Immediately (Recommendation 47)

Increase efforts to expand holdings of non-print materials and explore acquisition of new formats (with Head of Collection Development) - Immediately (Recommendation 49)

Continue to press for interfacing between ISIS, THRIS, and GEAC - Immediately (Recommendation 55)

Assign responsibility for coordination of sign needs and their production to a specific job description - Immediately (Recommendation 86)

Existing ad-hoc sign committee report should be reviewed and implemented - Immediately (Recommendation 87)

Allocate funds for initial installation and future maintenance of signs - Immediately (Recommendation 88)

Investigate possibilities of transferring portions of Special Collections out of Paley (with Head of Special Collections) - Immediately (Recommendation 96)

Install a new copy center in Paley - Immediately (Recommendation 107)

Replace carpeting in Paley - Immediately (Recommendation 101)

Relocate the Office of Continuing Education - Immediately (Recommendation 97)

Establish intralibrary loan policies and procedures with the Navy Collection - Immediately (Recommendation 32)

Establish standing committees - September 1984 (Recommendation 4)

Appoint interested librarian to serve as a liaison between CLS and the Office for the Disabled - Fall 1984 (Recommendation 90)

Establish an ad-hoc committee of Administrative Council to determine a core set of statistics - 2-4 months after date of hire (Recommendation 10)

Hire a full-time Bibliographic Instruction Coordinator - Summer 1985 (Recommendation 19)

Formulate a policy statement defining library instruction as it relates to users, other services and staff responsibilities - Summer 1985 (Recommendation 21)

Increase the number of stacks clerks - Summer 1985 (or as soon as financially possible) (Recommendation 27)

Clarify role definitions of Director and Deputy Director - 4-6 months after date of hire (Recommendation 1)

Clarify Personnel Officer's responsibilities - 4-6 months after date of hire (Recommendation 3)

Change current administrative reporting lines of Film Library staff - 4-6 months after date of hire (Recommendation 7)

Move continuations to Technical Services Department - 4-6 months after date of hire (Recommendation 8)

Assign responsibility for statistics gathering to the Head of Administrative Services - 4-6 months after date of hire (Recommendation 9)

Discuss with Provost the possibility of keeping fine monies for the replacement of missing library materials - 4-6 months after date of hire (Recommendation 30)

Find adequately staffed storage areas to house materials weeded from general collection - 4-6 months after date of hire (Recommendation 94)

Install shelving in storage facility (with Head of Special Collections) - 6 months to 1 year after date of hire (Recommendation 43)

Locate additional space & seating for TUCC and Ambler libraries - 6 months to 1 year after date of hire (Recommendation 95)

Replace elevators - 6 months to 1 year after date of hire (Recommendation 98)

Schedule Campus Police Officers to patrol building regularly - 6 months to 1 year after date of hire (Recommendation 99)

Budget for replacement of AV equipment - 6 months to 1 year after date of hire (Recommendation 102)

Provide service contracts for all equipment - 6 months to 1 year after date of hire (Recommendation 103)

Replace obsolete microform reader/printers - 6 months to 1 year after date of hire (Recommendation 104)

Purchase microform and map cabinets - 6 months to 1 year after date of hire (Recommendation 105)

Acquire carrels and equipment for slide study at Tyler - 6 months to 1 year after date of hire (Recommendation 106)

Develop an overall plan for achieving library service priorities through reasonable division of staff time and other resources - 6 months to 1 year after date of hire (Recommendation 79)

Fill Head of Administrative Services vacancy - January 1986 (or as soon as financially possible) (Recommendation 2)

Consider more permanent transfer of dissertations to Paley - 1 year after date of hire (Recommendation 44)

Hire Science Reference/Collection Development Librarian for Paley - July, 1986 (or as soon as financially possible) (Recommendation 6)

Disconnect TWX - When alternative method is established through GEAC or electronic mail (Recommendation 57)

DEPUTY DIRECTOR

Administer assigned standing committees - September 1984 (Recommendation 4)

PERSONNEL OFFICER

Encourage non-public service staff to attend the next orientation session - Immediately (Recommendation 64)

Administer Staff Training and Development Committee - September 1984 (Recommendation 4)

Conduct group orientations more frequently and structure them as half-day sessions (with Staff Training and Development Committee) - Fall 1984 (Recommendation 61)

HEAD OF ACCESS SERVICES

Examine oversize shelving options and recommend solution - Immediately (Recommendation 28)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Design procedural improvements regarding replacement or withdrawal of missing titles, when Mohawk records are transferred to GEAC (with Heads of Technical Services and Collection Development) - Fall 1984 (Recommendation 29)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

HEAD OF ADMINISTRATIVE SERVICES

Maintain consistent population count in Paley - Immediately (Recommendation 11)

Schedule additional cleaning of Paley - Immediately (Recommendation 100)

Investigate possibility of moving photocopies to elevator and stairwell lobbies - Immediately (Recommendation 108)

Provide Intralibrary Loan with either a photocopier or better access to existing machines - Immediately (Recommendation 109)

Install dollar changers in all CLS sites that house photocopiers - Immediately (Recommendation 110)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

Obtain university-wide statistics - Spring 1986 (Recommendation 13)

Produce an operations manual which would codify procedures and practices across CLS units - Summer 1986 (Recommendation 69)

Develop library user survey - Fall 1986 (Recommendation 12)

HEAD OF COLLECTION DEVELOPMENT

Establish guidelines for weeding - Immediately (Recommendation 25)

Establish method of earmarking items for storage (with Head of Technical Services) - Immediately (Recommendation 25)

Consider buying duplicates of most frequently requested titles from Navy Collection - Immediately (Recommendation 33)

Write and/or review collection development policies for Film and Audio collections (with Director and Head of Special Materials) - Immediately (Recommendation 47)

Increase efforts to expand holdings of non-print materials and explore acquisition of new formats (with Director) - Immediately (Recommendation 49)

Monitor suggestion box - Immediately (Recommendation 91)

Design procedural improvements regarding replacement or withdrawal of missing titles, when Mohawk records are transferred to GEAC (with Heads of Access and Technical Services) - Fall 1984 (Recommendation 29)

Develop and monitor collection development policies for Special Collections (with Head of Special Collections) - January 1985 (Recommendation 37)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

Review long-term space requirements in the general stacks (with selectors) - Fall 1985 (Recommendation 26)

Begin weeding if necessary - Fall 1985 (Recommendation 26)

HEAD OF REFERENCE SERVICES

Draft questionnaire soliciting faculty opinions on general reference services in Paley - Immediately (Recommendation 14)

Consider alternate means of providing in-depth reference service - Immediately (Recommendation 24)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

HEAD OF SPECIAL COLLECTIONS

Centralize the Special Collections Department with a common reading room and service desk (with Director) - Long-Range Plan (Recommendation 34)

Establish procedures and policies to ensure a rate of cataloging and processing of Special Collections materials comparable to that of the general collection (with Head of Technical Services) - Immediately (Recommendation 36)

Work with relevant academic departments to arrange space for special collections - Immediately (Recommendation 38)

Work with donors to achieve greater flexibility in handling collections - Immediately (Recommendation 39)

Provide enough student assistant time for daily warehouse trips to retrieve circulating copies of dissertations - Immediately (Recommendation 42)

Investigate possibilities of transferring portions of Special Collections out of Paley (with Director) - Immediately (Recommendation 96)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Better integrate the Special Collections Department into other public service departments and service points (with Desk Services Committee) - September 1984 (Recommendation 35)

Develop and monitor collection development policies for special collections (with Head of Collection Development) - January 1985 (Recommendation 37)

Secure additional staff assistance to process and fully catalog special collections - Spring 1985 (Recommendation 77)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

Install shelving in storage facility (with Director) - 6 months - 1 year after Director is hired (Recommendation 43)

HEAD OF SPECIAL MATERIALS

Redesign and rearrange Current Periodicals area (with Director) - Immediately (Recommendation 45)

Write and/or review collection development policies for the film and audio collections (with the Director and Head of Collection Development) - Immediately (Recommendation 47)

Investigate the possibility of circulating parts of the audio collection and develop a circulation policy - Immediately (Recommendation 48)

Train all Special Materials staff to handle micromaterials equipment - Immediately (Recommendation 71)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

HEAD OF TECHNICAL SERVICES

Establish method of earmarking items for storage (with Head of Collection Development) - Immediately (Recommendation 25)

Establish procedures and policies to ensure a rate of cataloging and processing of Special Collections materials comparable to that of the general collection (with Head of Special Collections) - Immediately (Recommendation 36)

Implement the RLIN acquisitions system - Immediately (Recommendation 54)

Design procedural improvements regarding replacement or withdrawal of missing titles when Mohawk records are transferred to GEAC (with Heads of Access Services and Collection Development) - Fall 1984 (Recommendation 29)

Improve bibliographic access to large microform sets by cataloging contents - Summer 1985 (Recommendation 50)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

HEAD OF AMBLER LIBRARY

Study signage needs of branch libraries - Immediately (Recommendation 89)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

HEAD OF ENGINEERING/ARCHITECTURE AND SCIENCE LIBRARIES

Study signage needs of branch libraries - Immediately (Recommendation 89)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

HEAD OF TUCC LIBRARY

Study signage needs of branch libraries - Immediately (Recommendation 89)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Develop training manuals for each unit within the department - Summer 1985 (Recommendation 66)

HEAD OF TYLER LIBRARY

Study signage needs of branch libraries - Immediately (Recommendation 89)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Develop training manual for each unit within the department - Summer 1985 (Recommendation 66)

HEAD OF ZAHN IMC/SSA COLLECTION

Study signage needs of branch libraries - Immediately (Recommendation 89)

Implement flexible scheduling of staff to facilitate additional service hours - Immediately (Recommendation 76)

Develop training manual for each unit within the department - Summer 1985 (Recommendation 66)

AD-HOC SUBCOMMITTEE ON STATISTICS

Develop core set of statistics to be gathered in CLS - 2-4 months after Director is hired (Recommendation 10)

AUTOMATION PLANNING COMMITTEE

Plan to install on-line catalog - Immediately (Recommendation 51)

Interface RLIN and GEAC - Fall 1984 (Recommendation 52)

Explore development of a local cataloging data base - Fall 1984 (Recommendation 52)

Plan for installation of microcomputers for office operations - Fall 1984 (Recommendation 59)

Provide telefacsimile capabilities for intralibrary loan services - Fall 1985 (Recommendation 58)

Study and determine effective use of new technologies - Fall 1985 (Recommendation 60)

Consider installation of electronic mail system - Fall 1985 (Recommendation 92)

Implement a serials management system - 1986/1987 (Recommendation 53)

Review need for RLIN terminals at various sites - When RLG terminal restrictions are lifted. (Recommendation 56)

COMLIT COMMITTEE

Provide for coordinator of all CLS Comlit activities - September 1984 (Recommendation 15)

Increase the number of searchers - Fall 1984 (Recommendation 16b)

Consider equipment needs - Fall 1984 (Recommendation 16d)

Promote the service - Fall 1984 (Recommendation 16e)

Review ready-reference policies - Spring 1985 (Recommendation 16a)

Review means of funding the service - Spring 1985 (Recommendation 16c)

DESK SERVICES COMMITTEE

Better integrate the Special Collections Department into other public service departments and service points (with Head of Special Collections) - Fall 1984 (Recommendation 35)

Compile service hours and level of staff on duty and distribute - Fall 1984 (Recommendation 81)

Study the feasibility of an alternative telephone answering system for Paley - Fall 1984 (Recommendation 83)

Prepare ready-reference cards, manuals and handouts for use by all staff - Fall 1984 (Recommendation 67)

Develop staff training sessions for handling such routines such as answering telephone calls and making referrals - January 1985 (Recommendation 68)

Produce public service desk policies and procedures manual - Spring 1985 (Recommendation 66, 80)

Connect tape recorded message to information desk phone when the desk is closed - Summer 1985 (Recommendation 82)

GEAC IMPLEMENTATION COMMITTEE

Establish intralibrary loan policies, procedures and staffing levels facililating fullest access with GEAC - 3-6 months after terminals are installed at all sites (Recommendation 31)

LIBRARY INSTRUCTION COMMITTEE

Establish a library use pre-test (with Director) - Immediately (Recommendation 23)

Coordinate all instruction services throughout CLS - September 1984 (Recommendation 17)

Develop instruction services in the use of new technologies - Fall 1984 (Recommendation 18d)

Develop goals and priorities for the instruction program (with BI Coordinator) - Summer 1985 (Recommendation 21)

Foster cooperation between all sites within the CLS offering instruction (with BI Coordinator) - Summer 1984 (Recommendation 20c)

Consider the use of an audio tape tour of the library - Fall 1985 (after BI Coordinator hired) (Recommendation 18a)

Consider the incorporation of computer-assisted instructional modes - Fall 1985 (Recommendation 18b)

Consider the use of video programs - Fall 1985 (Recommendation 18c)

Develop and conduct training sessions for staff in basic and advanced BI methodology (with BI Coordinator) - Fall 1985 (Recommendation 20c)

PUBLIC RELATIONS COMMITTEE

Publish staff newsletter on a regular basis - Fall 1984 (Recommendation 84)

Distribute information about library's basic services and policies to university community - Fall 1984 (Recommendation 85)

Promote library services and resources - Fall 1984 (Recommendation 84)

STAFF TRAINING AND DEVELOPMENT COMMITTEE

Conduct orientations more frequently and structure them as half-day sessions (with Personnel Officer) - Fall 1984 (Recommendation 61)

Provide each new staff member with a walking tour of their respective campus - Fall 1984 (Recommendation 63)

Work closely with AAL Continuing Education Committee to develop appropriate programs for the entire staff - Fall 1984 (Recommendation 72)

Encourage all levels of staff to attend workshops - Fall 1984 (Recommendation 73)

Examine current routing practices for professional journals - Fall 1984 (Recommendation 75)

Develop orientation packets to be given to new staff members - Spring 1985 (Recommendation 62)

Develop more in-house workshops and seminars dealing with system-wide and departmental public service issues - Spring 1985 (Recommendation 74)

Review the 1980 Student Worker Task Force Report, highlight what has been accomplished and make recommendations as deemed necessary - Spring 1985 (Recommendation 78)

Plan on utilizing microcomputers for staff and student training - January 1986 (Recommendation 70)

BIBLIOGRAPHIC INSTRUCTION COORDINATOR

Coordinate all library instruction activities within Paley - Summer 1985 (Recommendation 20a)

Develop goals and priorities for the instruction program (with Library Instruction Committee) - Summer 1985 (Recommendation 20b)

Foster cooperation between all sites within the CLS offering instruction (with Library Instruction Committee - Summer 1985 (Recommendation 20e)

Develop and conduct training sessions for staff in basic and advanced BI methodology (with Library Instruction Committee) - Fall 1985 (Recommendation 20c)

Promote library services and resources (with Public Relations Committee) - Fall 1985 (Recommendation 20f)

Determine more systematically, which segments of university population most need instruction - Spring 1987 (Recommendation 20d)

APPENDIX B

REPORTS FROM PHASE I

OMS ENVIRONMENTAL PROFILE

PLANNING ASSUMPTIONS

Temple Libraries

1. Temple University Libraries' mission will continue to include serving undergraduates, graduates and research needs of faculty. Equal demands will be made on the system to strengthen research collections such as Urban Archives, etc. as well as maintain basic services such as Circulation, Reserve, etc.
2. There will be no substantial increase or cuts in the current level of library funds for staff or materials.
3. In the short term, there will be limited funds available for capital expenditures (space, equipment); however, in the long term, additional space may be gained by adding to the library, renovating existing warehouse buildings or building an additional library.
4. The Central Library System will continue to seek to improve cooperation with other institutions in order to maximize access to resources not available within the Temple University Library System.
5. The CLS will continue to aggressively seek external funding for special projects and to supplement regular university allocations to the library.
6. The CLS will continue to plan for and adopt automation for the efficiency of operations and to expand bibliographic access. The CLS will continue to develop automation that is compatible with university network planning.

PLANNING ASSUMPTIONS

Temple University

1. The increase in general fund appropriations from the state will not exceed the current rate of inflation.

2. The number of qualified students in the traditional college age freshman pool will continue to decline in the Delaware Valley area. As a result of this, Temple's student population will include more non-traditional students.

3. We will continue to have increases in the costs of utilities over which we have little or no control.

4. Temple will continue to be called upon to provide health care through our Medical School, our Dental School and our Hospital which will not be reimbursed at an appropriate rate.

5. It will be impossible to increase tuition at a rate that will compensate for the decrease in public spending.

6. We will continue to have a low rate of turnover in our academic staff and a constant or increasing proportion of tenured faculty.

7. We will have to make increased investments to defray the effects of delayed maintenance and unreplaced equipment.

8. There will be no dramatic increase in federal support for higher education; in fact, the support for research, student aid, and program development may decline further.

9. There may be substantial changes in academic programs and basic undergradudate curricula as a result of the study on Academic Planning.

AMERICAN SOCIETY AND HIGHER EDUCATION: CURRENT TRENDS

National Legislative Developments

During the last eight years a number of laws, policies and regulations have highlighted the influence that federal legislation has had on education.

In October, 1976, President Ford signed a bill revising the copyright laws of the U.S. The previous law had remained virtually unchanged for 65 years, and it took 20 years of effort in Congress for the revised version to be formulated. Stipulated in the new law, which took effect on January 1, 1978, was a requirement for the copyright office to conduct a review of the law and its effects after five years. One of the major elements of the new law was the recognition that, with the advent of photocopiers, additional protection had to be provided to the owners of the copyright. Several proposals involving other recent technologies, such as video recorders, were considered but have remained part of the unfinished business of copyright revision. In addition, even newer technologies, such as videodiscs, satellite transmission and computer software, must be dealt with in any future revisions.

Recent policies regulating government information have had the effect of restricting its availability. The Reagan Administration's drive to eliminate and/or consolidate government publications as part of a cost-cutting program is expected to result in a 16 per cent reduction in government publications. At the same time each federal agency was required to review all publications for a possible increase in user fees (i.e.: subscription costs). Federal statistical programs were also severely cut, causing many to question the accuracy and reliability of current and future statistical programs. In April, 1982, Executive Order 12356 reversed the 25-year trend of limiting the amount of material which could be classified for national security reasons. It extended classification of information to include anything which "could reasonably be expected to cause damage to national security." The previous order under which information had been classified stipulated that "identifiable" harm to national security had to be proven before anything could be classified.

In January, 1982, the Justice Department and the American Telephone Company (AT&T) announced that the government's eight-year-old anti-trust case against AT&T had been settled out of court. The settlement, which went fully into effect in January, 1984, divested AT&T of the 22 local telephone companies which provide telephone service to the vast majority of Americans. The parent company will be allowed to retain the long-distance telephone service as well as some research and manufacturing divisions, and for the first time, be allowed to compete in unregulated telecommunications market. The final effects of this

BEST COPY AVAILABLE

decision are still unknown, but the expectation is that telecommunications charge for local service, and possibly long distance, will rise.

There are a number of other factors which will influence the relationship between the federal government and higher education. The question of developing a unified federal education policy, when in fact various parts of the country have entirely different needs, is a very real issue yet to be resolved. It can be expected that far more educational decision-making will take place at the state and regional levels in the coming years.[1] This development is further complicated with the increasing use of telecommunications in educational settings, especially when transcending state boundaries. With education policy being made by the states, and telecommunications policy made by the federal government the question arises: "Who controls what?"[2]

Economy

The major economic achievement of 1982 was the reduction of inflation from record highs of over 12 per cent set in 19[illegible] to the lowest rate in a decade. This progress, however, was made at the cost of high unemployment rates which reached a peak of 10.8 per cent in December 1982. Concurrently, during this period the federal government reduced taxes while increasing expenditures. This caused the federal deficit to rise substantially. Because of this the government needed to borrow larger amounts of money which drove interest rates up to record highs in 1982. In 1983 the U.S. saw the beginning of a significant economic recovery. Interest rates dropped, unemployment moderated to about 8 per cent, and the gross national product grew at a fast rate of 6.5 per cent. In the future, the recovery is expected to continue, but not at the breakneck pace set in 1983. The major question facing business in the coming years is the effect of the huge federal deficits. Without increases in taxes, the deficits will force the government to compete with business in the credit market. This could very likely lead to an increase in interest rates which might stall continued progress.

While the business community appears to have a strong economic future, higher education has seen its fortunes shrink. Since 1980, the federal government has cut billions of dollars from social programs, including education, and greatly increased defense spending. The budget cuts and the recession have contributed to reduced enrollments, a decrease in the number of students from lower income families, a shift from the small, more expensive, private institutions to less expensive public institutions, and a 25 per cent drop in student loans from the 1981/82 level, although the same number of students are eligible to receive federal aid. President Reagan and the Department of Education proposed legislation that would have reduced student aid by over a billion dollars more; however, Congress vetoed the bill. Increases in support from the federal government for education are unlikely since the President sees education as an issue better left to local governments. The President has proposed that the Department of Education, which was created in 1980, be eliminated.

In 1983/84 state appropriations for higher education increased by about five per cent over those of 1982/83, and by about 12 per cent over a two year period.[3] Comparatively, over a 20-year period, the average increase was 13.7 per cent.[4] This was the smallest increase since 1960, and when adjusted for inflation, represents a gain of only two per cent.

Demography

The demographic situation in this country is causing profound effects on all of American society. The baby boom generation (those born between 1946-1956), in progressing through the sequence of life stages, has put extreme demands on many of the American institutions. This phenomenon manifested itself first in the expansion of hospitals, then of elementary and secondary schools. By the late 1960's and through the '70's this influx hit the colleges and universities, in turn creating a glut on entry-level jobs in the work force, and so on. After passing through each stage, the demand for the respective service declines markedly, reflecting the low birthrate from 1964 to 1979.

This demographic lull is presently hitting the colleges and universities. Perhaps the most severe result that this will have on higher education is the projected decline in enrollment for the next 15 to 20 years. Between now and the mid-1990's, the widespread belief is that enrollments will decline nationally by approximately 15 per cent.[5] Because of general population shifts from the North and the Northeast to the South and the West, the outlook for the Northeast is even more bleak; by 1995 the projected enrollment declines from the 1979 level will reach 40 per cent.[6]

The composition of this enrollment population is also undergoing major changes from previous years. The major decline in births after the baby boom was almost entirely among whites, while birth rates among minorities stayed even. By 1990, minorities of all ages will account for 20 to 25 per cent of the total population, whereas among youth, they will account for 30 per cent.[7] This will likely affect higher education both in the targeting of efforts for possible applicants, as well as in methods of instruction. Also, it is estimated that within the next two decades the median age of the college population will be around 24 or 25 years old, resulting in a substantial increase of part-time students. Finally, there has been an increase in recent years in the proportion of women enrolling in colleges. Between 1970 and 1978, the enrollment of women increased by 187 per cent,[8] and today women account for 52 per cent of all undergraduate enrollments.[9]

BEST COPY AVAILABLE

Throughout the duration of this enrollment decline, there is a consensus that the liberal arts colleges and public state colleges and universities will be the most vulnerable, while the state university system, prestigious private colleges and universities, and the public community colleges will suffer less.[10] Additionally, the urban institution will find it easier to offset the decline than will those in rural settings. The key to survival seems to be program flexibility, the availability of applicants, and/or the financial capability to adjust to the changing conditions. The state university systems typically have enough applicants that they can easily determine the number of students enrolled. Likewise the prestigious institutions will have little problem since they can choose from a nation-wide pool of applicants. The community colleges have, as advantages, low-price, availability to the adult part-time student, and flexibility in their course offerings.

No single type of institution will be totally immune to the difficulties facing higher education in the coming years. The increase of non-traditional institutions providing education services (i.e., private industry, government, voluntary agencies, etc.) is playing a greater role in the struggle for enrollments; 75 per cent of the adults being educated in the U.S. are doing so in such non-traditional settings.[11] The effects are far-reaching, extending into nearly all areas of society, and the problems of formulating goals or policy for higher education are great.

Technology

America is in the midst of an information explosion and the technologies revolution, often referred to as the Post-Industrial or Information Age. It has been predicted that fifteen million manufacturing jobs may be eliminated over the next fifteen years as technological advances take over a whole range of job functions.[12] The majority of workers in the U.S. are employed in the service industries. Technology has brought about more change than any previous force, resulting in more wealth, more products, more consumption of products, more education, more communication and more travel.[13]

Instructional technology, and a general awareness of its applications, will have considerable impact on higher education in the coming decade. Developments in radio, television, audio cassettes and other media have not only enhanced the traditional educational settings, but have facilitated the extension of education beyond the traditional tape, film, video cassettes and other media have not only enhanced the traditional educational settings, but have facilitated the extension of education beyond the traditional classroom.[14]

Another aspect of this revolution is the demand of a shift in the curriculum of institutions of higher education. With computer applications extending into many more areas, there is a growing demand for qualified computer science and engineering graduates.

as well as a need for continuing education programs to retrain people in the new technologies.[15] The community colleges are taking advantage of this opportunity, and now have about half of all college and university enrollments.[16]

Universities and colleges are also facing a new challenge from the business community. Having both the money and the incentive to use emerging technologies, they are the new providers of education. Training for the workplace is being provided by the corporations because universities have been unresponsive to their needs. The higher education community is at a disadvantage because it has neither the funds nor the level of knowledge necessary to keep pace with the new advances.[17]

The total expenditures for computing in higher education have been estimated at $1.2 billion in 1980, far surpassing the $51 million spent in 1963 and the $472 million in 1970.[18] However, AT&T, for instance, has spent about $1.7 billion a year on education and training, and can make substantial investments in courseware if it sees economies down the line.[19] Additionally, support from the federal government for computing in education has declined significantly in recent years. In 1965, 36 per cent of the funding for computers came from the federal government. By 1970, the federal share had declined to 17 per cent, and today it is estimated to be much lower.[20]

A bright spot in all of this, according to L. M. Branscomb of IBM, is the simple fact that computing costs are decreasing:

> If today's largest computer costs $5 million, and the cost per bit of online memory and per circuit of logic is decreasing at the rate of only 21 per cent a year, then in 2080 the cost of a computer with the power of today's big machines will be extraordinarily low--in fact, 15 billion times lower, or down to 3/100 of a cent.[21]

LIBRARY PROFESSION

Technology

New technology is changing the library in various ways: automating library procedures and files; offering new storage mediums; and offering new ways of obtaining information stores in the library.

More and more library processes are being automated. On-line shared cataloging via one of the bibliographic utilities was one of the first automated circulation systems. As more processes and files become automated the trend is toward integrated systems which handle several library functions and use a single database with remote terminals, on which various operations can be performed.

Serials processes and files are also being automated. For example, Faxon, a subscription agent, now offers libraries maintenance of their serials records on the Faxon computer. The serials catalog records and holdings information can also be transferred to the local library database by magnetic tape, eliminating duplicate data entry at the local level.

Microcomputers continue to play a large part in library automation, either used alone or in connection with larger computers. For instance, records can be changed or reformatted at the local level on a microcomputer before inputting into a central computer, saving expensive computer time.

The revolution in preservation of materials and conservation of space promised by microforms 25 years ago, is now being carried on by new systems of information storage. One of the most promising of these combines storage and indexing of information using a computerized system that stores images on video/optical discs and reproduces them in facsimile quality using high resolution laser printing. These discs store printed materials, pictures, sound and movies with a storage density roughly three million times greater than print and seven to eight thousand times greater than microfilm and are easily played back on a television screen with an inexpensive player. Though still in the developmental stage, this system offers high information storage capacity, low information storage cost, and rapid random access.

Magnetic tape, magnetic discs and floppy discs are all storage mediums used with computers. Their present use is primarily that of storing library files such as the cataloging records for a library's holdings.

New technology has been and is being developed that will allow users to obtain information in the home and work place where before they might have gone to a library. Bibliographic database searching is now possible for individuals with a personal computer and telephone. Teletext and videotext offer access possibilities through a specially equipped television set. Teletext is a one-way non-interactive transmission of printed information that is displayed on the screen of the receiving television set. Videotext is two-way and interactive, allowing a user to send signals back to the sender in addition to receiving the information. These two have the potential for disseminating short, frequently changing bits of information such as time tables, directory information, weather reports. Integrated circulation systems and on-line catalogs allow users at branch libraries or other remote locations to have access to the holdings of any library in the system. Digital telefacsimile has the potential of transmitting documents over great distances in a matter of seconds. This technology translates paper copy into digital code, transmits it over telephone wires, reformats it into print again at the receiving "station".

Publishing

In recent years the publishing industry, along with most businesses, has been severely affected by the depressed economy, high interest rates, and reduced consumer spending. The total number of books published in the U.S. in 1982 compared to 1981 (hardly a banner year) declined by 3.8%. However, there was a 2% increase in trade paperback publishing, a trend which is expected to continue because of the increasing popularity of paperbound trade books over their hardback counterparts. Average prices for hardbound volumes continued to rise from $26.63 in 1981 to $30.34 in 1982, a 13.9% increase. The highest priced books fall in the fields of sciences, technology, medicine and law.

In journal and serials publishing, however, a different picture appears. The sheer numbers of titles is increasing at a tremendous rate. It is interesting to note that in Ulrich's International Periodicals Directory, the number of titles listed has risen more than 130 per cent since 1965. Major contributing factors in this increase are certainly the general increase in journal publishing--reasons cited for this include the development of new fields of study, the "publish or perish" syndrome in academi the fact that there are no real penalties for publishing a "bad" journal, and the ready cash flow (available because subscribers pay in advance), which can be invested at good return rates--but also the increased awareness of titles resulting from improved bibliographic control mechanisms, and the insistence that libraries have complete runs.[22]

Subscription rates for 1983 rose over 12 per cent from the 1982 level. The average subscription price for a U.S. title was $50.23, as compared with $44.80 in 1982. This is the smallest increase since 1978, with the exception of 1979 when it was 10.1%.[23] As with books, the most expensive titles are in the sciences, engineering and medicine.

The black economic situation in publishing has forced changes on the industry: going out of business; there have been many mergers, often with large conglomerates; shrinking and consolidation of staff; and moving operations to less expensive quarters. Publishers have also tried to cut back on printing costs by printing smaller numbers of each title, keeping inventory of back list titles to a minimum and reducing the size and format of books.

During 1983 the recession seemed to be moderating as interest rates came down, unemployment dropped and other economic indicators moved in positive directions. These indicators all point to publishers being able to produce more books, with hopes of holding prices steady, and for the book buying public to purchase more books.

Publishing in the future will probably branch out into new non-print formats. Congress has authorized the Library of Congress, under auspices of the Center for the Book, to study the changing role of the book in light of newer technologies. Many publishers have begun planning operations in new fields. Some periodicals are now available in both print and full-text on-line form, while others are available only electronically. Many publishers see a bright future in creating and selling computer software. Libraries will have to continue to respond to the new formats being produced by the publishing industry.

Networking

While there is little or no movement toward a national library network, there is still much activity in networks at the state or local level, now often based on minicomputer or linked circulation systems.

Large networks such as those set up by bibliographic utilities (OCLC, RLG) are still growing but they are expected to be adversely affected by rising telecommunications charges and stiff competition from commercial vendors (such as those linking circulation systems). Also, the economic and technical realities of the 1980's seem to favor increased autonomy and local library responsibility. One response to this by the utilities is to develop distributed systems where tasks are performed by the local mini- or microcomputer rather than by the utility's central computer, while still maintaining a link with the national database. RLG has announced development of an interface that will link RLIN to local library systems for record transfer. They also plan to implement authority control for currently cataloged materials which will be a local rather than a network function.

An alternative to this trend is the recently announced expansion of the Center for Research Libraries. The Center presently exists to store little-used and expensive materials for loan to its member libraries. With an expanded program, they hope to become a national periodical center and perhaps a national lending center with electronic document transmission through the OCLC network of which it is a member.

Role of Library Vis-A-Vis User

There has been a resurgence in the debate over the academic library's primary role in relation to its users--whether the primary role is obtaining information for the users or teaching them to find the information for themselves. Academic libraries have dealt with a plurality of library users and user needs for the last 100 years, from faculty/researchers needing specific specialized information to undergraduates needing broad information-gathering skills. In the past many libraries attempted to meet both kinds of needs, but as both kinds of needs increase (specialists needing even more specialized and timely information, undergraduates having even fewer skills) and economic pressures mount, many libraries must choose to emphasize one role or the other.

Staffing

The findings of the King[24] study, undertaken to project the supply and demand of professional librarians through 1990, will be used in decision-making processes by nearly all managers involved with libraries, including government, business and education.

The study reports that 15 per cent of all FTE librarians are employed in academia and 65% of them are female. Through 1986 it is expected that the number of professional academic library positions will increase slightly but will then decrease seven per cent through 1990, when a surplus of librarians is expected. The majority of the job openings will result from retirements and deaths rather than new positions. Few entry level positions are expected and, since the pool of library school graduates from accredited schools is expected to remain constant, there will be greater competition for them.[25] Individuals with computer-related skills are expected to be in great demand, but business may offer higher salaries in non-library information fields, causing competition for such qualified applicants. The *ARL Annual Salary Survey, 1982* reports for the first time in 5 years the median salary index for academic librarians grew at a faster rate than the Consumer Price Index.

TEMPLE UNIVERSITY

Background

Temple University was established in 1884 by Russell Conwell in the heart of Philadelphia's working-class neighborhoods in order to provide the opportunity for able students of limited means to acquire a higher education. That remains the goal of Temple today.

Temple University is one of the nation's largest universities, with 16 colleges and schools located on five Philadelphia area and 10 international campuses. The main campus is located in Philadelphia, with branch campuses in Center City and Ambler, and professional schools of Health Sciences, Law and Art located nearby. Students can earn bachelor's degrees in 108 fields of study, master's degrees in 103 and doctoral degrees in 79 areas. There is a large minority student population, due both to the geographical setting of Temple in the black community of North Philadelphia and the presence of students from 63 foreign countries.

To fulfill the goals established at its founding, Temple University became a state-related institution in 1965. An immediate benefit was a 50% reduction in tuition. With state funding, the University rapidly expanded its physical facilities and programs of study. By 1977 the faculty had increased to almost 3,000 and the student population increased to over 36,000. Since 1977 student enrollment has declined. Current faculty number 1,603 full-time and 595 part-time faculty members. (See Figure 1 for a complete breakdown of faculty by college or school.)

During this period the majority of buildings were constructed, including those that house the schools of business, education, music, and arts and sciences. A new library was completed in 1966. Since then little money has been budgeted for new facilities or equipment. In 1983-84, 1.4 million dollars has been earmarked to replace instructional equipment.

As a Commonwealth University, Temple joined the University of Pittsburgh and Pennsylvania State University in providing regional centers of higher education. These state-related institutions receive a portion of their revenues from the State. As recently as 1975 state aid accounted for 50% of the operating budget; today this has dropped to 37%. (Tuition accounts for 39% of the total revenues.)

An additional burden on the University budget is the university hospital. A new hospital is now being constructed for a planned cost of 140 million dollars, the largest commitment in Temple's history. In addition, the University must also absorb over $12 million worth of health care services for which the hospital is not fully reimbursed.

Student Enrollment

One hundred years after its founding, Temple University has remained true to its original mission of providing education to those of limited means. The majority of students attending Temple also work. In fact, in 1982, 86% of all students worked on a full- or part-time basis.

In the fall of 1983, 29,475 students are enrolled at Temple University. The majority of these students are enrolled in the College of Arts and Sciences, and the School of Business, with 5,738 and 5,976 students, respectively. One third of the students attend the University on a part-time basis. Graduate students also account for one fourth of the total enrollment. Complete enrollment figures for fall 1983 are presented in Figures 2a, 2b and 2c. (Other measures, such as credit-hours generated, are available from the Office of the Provost.)

Most of Temple's students come from the Philadelphia area. Nearly 60% of the students come from Southeastern Pennsylvania. The majority of these commute; on-campus housing is available for about 3,000 students. In the next decade the available pool of traditional students in the Philadelphia area (i.e., those graduating from high school) will decline about 40%. Thus, if enrollment is to remain stable, the University must attract more non-traditional students as well as students from other areas.

Already a large number of "non-traditional" students attend Temple. In addition to the traditional programs offered by the 16 schools and colleges, there are honors programs, a freshman interdisiciplinary studies program, an intellectual heritage program, and study abroad. To meet special student needs there are alternative admissions program, special recruitment programs, intensive English language programs, English language enrichment programs, cooperative education plans (career work/study) and a women's re-entry program, to name only a few. These programs respond to the educational needs of Temple students and fulfill the mission of the University.

Like many colleges and universities, Temple University has experienced declining enrollment. In 1977 the University had a total student enrollment of 36,000. The enrollment for fall 1983 was 29,475 students. This represents a decline of 18.4% over the last five years. Enrollment is expected to decline about 2% annually. However, enrollment remains unchanged compared with 1982-83 figures.

In the State of the University Message, October 11, 1983, President Liacouras indicated that the enrollment of matriculated students has decreased 12.6% since 1977, and in the past year alone, the enrollment of matriculated graduate students has dropped another 6%. In this same five-year period the number of non-matriculated students has decreased 41%.

Academic Issues

Over the years the University has attempted to resolve the dilemma of declining enrollments and decreasing state and federal funds. In 1981 a university-wide study developed by the University Resources and Priorities Committee made the following recommendation: ". . . during this period of financial stringency, it is far better for the University to do a smaller number of things, and do them well, than to accept the general reduction in the overall quality of educational programs." In 1982, the University released over 50 tenured and 23 tenure-track faculty members, many from the College of Education, where enrollments had declined severely. Over 150 personnel were also laid off. This fall, under the direction of the Provost's Office of Academic Planning, an evaluation of academic programs began. Using the self-study model it is hoped that "areas of excellence," i.e., programs to receive continued or increased support, will be identified.

At the same time a faculty committee to review the basic undergraduate curriculum was formed. This committee will recommend areas of knowledge or skills in which a student should be competent upon graduation.

Future Plans

Declining student enrollments and limited revenues were two of the problems confronting President Liacouras when he was inaugurated as the University's seventh president in 1982. He immediately began to lay the groundwork to solve some of these problems. To attract new students and encourage development of the surrounding community, a "city within a city" project has been implemented. Over the next fifteen years 240 million dollars, mostly from grants and loans, is to be spent to create a 24-hour campus. Work has already begun on renovating campus buildings for additional residences for students and faculty. The Baptist Temple is being converted into a center for the performing arts.

In March, 1983, a community group, the North Philadelphia Association, was formed, of which Temple is a member. It is hoped that this coalition will be able to attract businesses and funding for community development in North Philadelphia. As one of the more economically depressed areas of the City, it is perceived by many potential students as unsafe. It is believed that the future of Temple is closely linked to the attractiveness and stability of the area surrounding it.

To attract new businesses to the North Philadelphia area the University City Science Center has opened an office at Temple. The facility will seek organizations that have the potential to interact with the University and create new jobs. Businesses would have access to the University's facilities, including computing and word processing, and to the expertise of the faculty.

Other projects to improve Temple's image include a radio and television campaign emphasizing the quality of its students and faculty. A bold new logo, designed by graduate students at the Tyler School of Art, has been adopted. It is hoped that with additional funding, the football team will gain national prominence and thus increase national awareness of Temple.

As President Liacouras said in his State of the University Message:

> Everything we are doing is aimed at fulfilling Temple's goal. Temple cannot fulfill its function as a senior comprehensive research university if it does not very clearly keep in mind what the goal of this university must be. . . .
>
> I believe that Temple is a great university whose original mission is as valid today as it was one hundred years ago. This being the Centennial Year of the University, we have an uncommon opportunity to get the message of Temple across. We can make ourselves be anything we want.

Number of Faculty and Instructors

by College/School/or Department

School/College or Department	Full-time	Part-time	Total
Allied Health	38	3	41
Ambler (Horticulture/ Landscape Design)	8	6	14
College of Arts and Sciences	414	125	539
Business Administration	186	101	287
Communications and Theatre	53	27	80
Criminal Justice	11	20	31
Dental School	111	67	178
Education	118	27	145
Engineering/Architecture	32	37	69
HPERD	41	22	63
Law School	35	18	53
Medical School	398	29	427
Music	42	63	105
Pharmacy	24	1	25
Social Administration	39	7	46
Tyler	53	21	74
Other	0	21	21
	1,603	595	2,198

Figure 1

Student_Enrollment_by_College

Fall,_1983

Allied Health	524
Ambler (Horticulture/Landscape Design)	162
College of Arts and Sciences	5,738
Business Administration	5,976
Communications and Theatre	2,314
Continuing Education	3,745
Criminal Justice	610
Dental, Graduate Program	44
Dental Hygiene	58
Dentistry	544
Education	2,662
Engineering/Architecture	1,683
HPERD	784
Law	1,271
Law, Graduate Program	146
Medicine	716
Medicine, Graduate Program	102
Music	482
Pharmacy	392
Pharmacy, Graduate Program	74
Social Administration	746
Tyler	699
Other	3
Total	29,475

Figure_2a

Student Enrollment by Full-time/Part-time

Fall, 1983

Full-time	18,096
Part-time	11,379
Total	29,475

Figure 2b

Student Enrollment by Matriculation Status

Fall, 1983

Undergraduate, Matriculated	16,479
Graduate, Matriculated	5,078
Professional	2,981
Total	24,538
Undergraduate, Non-matriculated	3,046
Graduate, Non-matriculated	1,870
Other	21
Total	29,475

Mr. Charles Baker, Student Data, University Planning

Figure 2c

LIBRARY PROFILE

Temple University Libraries began in 1892 as a library reading room, with books donated by students and faculty, and a staff of one part-time student "librarian" to serve the fledgling Temple College started in 1884. The first regular librarian was employed in 1912, five years after the establishment of professional schools at what had become Temple University. Holdings in 1913 were reported as 6,000 volumes. In 1926 the library came under the direction of its first professionally trained librarian, and ten years later moved into the new Sullivan Memorial Library building with holdings of 75,000 volumes and a staff of 26.

The library grew rapidly. Between 1938 and 1945 alone, holdings doubled as the University expanded its programs. Additional libraries were established--Tyler, Community College, and Ambler.

A much needed new library building was opened in 1966. Within the next ten years the library divided into Technical Services and Public Services divisions, acquired its one millionth book, joined OCLC system and PALINET, and instituted computerized literature searching.

In 1980 a task force on reorganization was formed at the request of the new director to develop options for restructuring the organization of the library. Collections and services were grouped together in eight departments on the basis of function. In 1980 Paley became a member of RLG, and in 1983 began implementation of an on-line circulation system: GEAC. Today, the Central Library System consists of the main library (Paley), four departmental libraries, and five branch libraries.

From the start of the reorganization to the present, the stages and processes of restructuring have played a large part in the workings of Temple University Libraries. Much time and energy have been expended in implementing changes, evaluating them, and in making the necessary adjustments.

In spite of these additional activities, beyond the "routine" services, the mission and goals of Temple University Libraries throughout have been as follows (taken from the Report of the Task Force on Reorganization, 1980):

> The mission of the Central Library System of Temple University is to support the educational, research, and service needs of the university, giving due regard to the role of Temple as the major state-related institution for higher education serving southeastern Pennsylvania. In pursuit of the fulfillment of this mission, the Central Library System will provide full access to all of its learning resources to members of the university community, foster a spirit of cooperation

among various university departments housing learning resources, support regional and national cooperative projects, and make available, as appropriate and as possible, its resource to the citizens of Pennsylvania.

Goals

The following statements translate into tangible goals the ideas embodied in the foregoing mission statement:

1. The Central Library System will engage in the continuous assessment of information resource needs of the Temple University community through on-going contacts with the university administraton, schools and colleges, academic departments, the general user community, and all planning groups whose activities have implication for library services and operations.

2. The Central Library System will select, acquire, and organize the information resources judged to be most needed to support the educational, research, and service needs of the university.

3. The Central Library System will recruit and maintain a competent staff and provide opportunities for its further development through its commitment to continuing education, career development and the effective utilization of individual talents.

4. The Central Library Sytstem will develop and implement a comprehensive plan to familiarize users with available information resources and to teach them the skills necessary for successfully accessing those resources.

5. The Central Library System will maintain and constantly seek to improve constructive working relationships with other institutions in order to maximize access to resources not available within the Temple University Library System.

6. The Central Library System will aggressively seek external funding for special projects and to supplement regular university allocations to the library.

7. The Central Library System will develop and implement a plan for publicizing, both within the university and to the community at large, its role in the on-going mission of Temple University.

8. The Central Library System endorses and will adhere to the principles of the Library Bill of Rights developed by the American Library Association and will protect the right of user privacy.

9. The Central Library System will engage in on-going self-evaluation to insure that its services and resources are as efficiently and effectively organized as possible.

In turn these goals are acted upon, through the combined efforts of the departments and agencies throughout the system, by providing such services as:

a. circulation of materials;
b. interlibrary loans;
c. selection, acquisition and processing of new materials;
d. general reference;
e. computerized literature searching;
f. bibliographic instruction.

Library Resources

A great many resources are necessary for the smooth operation of any institution. In libraries most of these resources can be categorized as finances, staff, material holdings and physical facilities. An understanding of current resources may help in identifying the areas needing further evaluation.

The total University budget for 1982/83 was $229,994,000. Of the $115,773,000 appropriated to the Provost, $5,328,701 was appropriated to the libraries. (This figure includes monies for all units in the Central Library System as well as the Health Sciences Center Libraries.) A breakdown among the libraries within the CLS is as follows:

Paley	$3,915,723
Engineering and Architecture	$68,252
Zahn IMC	$128,000
Tyler	$86,045
Ambler	$252,858
TUCC	$66,496
National Immigration Archives	$24,942

The aforementioned appropriations have been supplemented by outside sources: grant, work/study and endowment funds. Expenditures in key areas for the CLS as a whole are as follows:

Total library materials (includes $42,925 grant and endowment funds)	$1,048,090
Current serials, including periodicals	$654,653
Total salaries, wages (not fringe benefits) (includes $31,750 grant funds and $60,612 work/study funds)	$2,694,679
Total library expenditures	$4,143,856

The staffing level of the libraries in 1983 consists of a total full-time equivalent (FTE) of 196 positions. Of these, 49 are professional staff, 105 are non-professional (including bibliographic assistants and clerical support staff), and 42 are student assistants (though the actual number of student assistants is much higher). Bibliographic assistants play a large role in staffing the library, filling technical and supervisory positions. Recruiting professional librarians is somewhat difficult; salaries for beginning librarians rank 98th (tied with two other institutions) out of 101 libraries in the Association of Research Libraries.

The material holdings, excluding government documents, microforms and sheetmaps total 1,418,925 volumes, with 37,775 added in the 1982/83 fiscal year and 2,278 volumes withdrawn. Currently 10,416 serials are received, and microforms total 825,363. The maps unit in the reference department houses 61,836 (including roadmaps). The Government Documents collection in Paley, being a selective depository, now totals 105,191 printed volumes (those classified by Superintendent of Documents numbers) and 226,723 microforms.

In Paley Library the total square footage of the building is 201,199. Built in 1966, the projected capacities were for 1,000,000 volumes and seating accommodations for 2,500 readers; the two upper floors, which comprise the main book-reader floors, were to have a combined capacity of 820,000 volumes and seating for 1,625. At present the seating accommodations allow for only 1,550 users, and with over 1,250,000 volumes currently held, the need for space is very apparent. In addition to these materials, a number of special collections account for a significant amount of space, much of which must be kept in remote storage (housed in three separate facilities.)

The same situation holds true with the libraries at TUCC and Ambler and the departmental libraries. At TUCC the collection totals nearly 5,400 volumes, with seating for 36 patrons, all housed in an area of 1,660 square feet. Though some facilities for expansion are available, an actual move has been repeatedly postponed.

Performance Measures

In order to get a sense of the current levels of activity within the Central Library System, a brief overview of statistics from various departments/agencies will be presented. These figures are taken from departmental annual reports for 1982/83; where readily available, equivalent figures are also provided for 1981/82 to give some indication of trends in recent years.

In the Reference Department the major areas of activity for which figures are recorded included the number of questions answered at service desks (though only to a limited extent), the number of computerized literature searches performed, and the extent of bibliographic instruction.

BEST COPY AVAILABLE

Regarding the number of reference queries: the Business Reference/Government Documents units answered in 1982/83 a total of 14,265 questions; 63% of those were clasified as "reference" questions whereas the remaining 37% were "directional." In '81/82 the number of questions was 13,620, with the same proportion of "reference" to "directional."

The number of Government Document items circulated from this area totalled 934 for 1982/83.

The general reference area, including the Information and Reference Desk, keeps only limited statistics (during evening and weekend hours) regarding the number of reference queries. A total of 5,283 questions were answered between 5:00 p.m. and 10:00 p.m. in '82/83; approximately 75% of those questions were "reference" questions.

In 1982/83 the number of computerized literature searches conducted totalled 714 (up 17% from the '81/82 figure).

Bibliographic instruction accounted for a substantial amount of time from the Reference staff as well. The number of students completing the library skills workbook was 265 (496 in the previous year). In 97 sessions of course-related orientations 1,625 students were present, showing a marked increase from '81/82 (1,235 students/71 sessions). The credit course, offered each term, reached 24 individuals this past year as compared to 20 the year before. The total number of students, then, participating in some type of library instruction was 1,914 in 1982/83 (1,751 in '81/82, with more time and more direct interaction on the part of the staff.

Access Services keeps a large number of statistics documenting the varied activities of its units. The following figures indicate the more general levels of activity and use:

Total circulation of items from Paley amounted to 181,487, which is down from 186,492 in 1981/82.

Interlibrary loan continued increasing its activity levels in '82/83:

Borrowing	'82/83	'81/82
Requests submitted	3,276	3,025
Requests filled	2,511 (77%)	2,325 (77%)

Lending	'82/83	'81/82
Requests received	7,751	7,619
Requests filled	4,366 (56%)	3,343 (44%)

Intralibrary loan activity was as follows:

Requests from Paley	1,297	1,212
Requests filled	1,003 (77%)	1.005 (79%)
Requests from Branches	967	1,319
Requests filled	598 (62%)	864 (66%)

Though the Reserve Unit had fewer items in its inventory than the previous year (9,825 in '82/83, 14,397 in '81/82), the number of items circulated remained almost exactly the same: 23,599 in '82/83 and 23,349 in '81/82.

Approximately 513,000 items were reshelved in the stacks.

The remaining department in Paley for which figures are reported here is the Technical Services Department.

In 1982/83, 18,972 titles were purchased (11,422 firm order titles, 7,550 approval titles); this represents a 21% decline from the previous year's figures (16,649 firm order titles, 7,501 approval titles), the major decrease being the number of firm order titles retained.

Regarding the speed of order turnaround time: 55% of the foreign firm orders (which account for [illegible]. of all purchases) are received within three months of the date of order; the average turnaround time for domestic orders has improved by several days, to 56.

The number of titles cataloged was 25,799, compared with 21,982 in '81/82. By the end of the year 25% of the receipts were cataloged and out of the department within a week and a half.

Figures from the branch and departmental libraries have been kept separately. A review of key statistics recorded in each agency is presented here:

Each departmental library records statistics on circulation and ILL activities:

Biology

Circulation - 549 items
ILL: Loaned - 9 monographs; 190 articles
Borrowed - 2 monographs; 36 articles

Chemistry

Circulation - 626 items
ILL: Loaned - 8 monographs; 67 articles
Borrowed - 17 monographs; 31 articles

Mathematics and Statistics

Circulation - 424 items
ILL: Loaned - 6 monographs; 27 articles
Borrowed - 17 monographs; 31 articles

Physics

Circulation - 1,201 items
ILL: Loaned - 14 monographs; 40 articles
Borrowed - 17 monographs; 19 articles

The circulation of items in the Engineering and Architecture Library is as follows (numbers in parentheses indicate '81/82 figures):

General circulation	10,051	(7,371)
A-V	1,137	(891)
Slides	804	(1,049)
Reserve	11,434	(9,132)
Total	23,426	(18,443)

The Zahn IMC shows these levels of activity:

Circulation	12,768	(15,044)
Reserve	9,263	(11,022)
Reference	910	(1,520)
Orientations:		
Programs	16	(9)
Attendance	200	(156)

The circulation at Ambler decreased by 8% over the previous year's figure: in '82/83 a total of 56,667 items circulated. The Reserve usage also declined, with 31,755 items used, representing a 10% decrease. Library instruction consisted of 27 classroom lectures with an attendance of 584, in addition to those doing the library skills workbook.

The TUCC branch showed a large increase in circulation (29%), with 1,372 items charged. The number of reserved items circulated, however, dropped 23.6%, to 2,409 items.

Tyler has shown an increase in both circulation and reserve items used. Total circulation was up 6.2%, with 26,022 items circulated, and reserve items charged increased by 40% to 4,619 items. Reference service at this branch was not recorded on a routine basis, but a selective sampling (a two week period from 9/27/82 to 10/11/82) indicated an average of 58 references queries (all types) per week.

Organizational Structure

In the absence of an official organization chart, the following is a list of all departments and branches in the Central Library System:

Administration

- Director
- Deputy Director
- Film Library
- Personnel Officer
- Office Manager/Clerical Support Staff
- Systems Office

Access Services Department

- Circulation Unit
- Interlibrary Loan Unit
- Reserve Unit
- Stacks Units

Administrative Services Department

- Mail Room
- Supplies
- Services Unit
- Duplication Unit

Ambler Library

Collection Development Department

Departmental Libraries

- Biology
- Chemistry
- Mathematics and Statistics
- Physics

Engineering and Architecture Library

Reference Services Department

- General Reference:
  - Computerized Reference Services

- Bibliographic Instruction Services
- Map Reference
- Business Reference
- Government Documents

Special Collections Department

- Charles L. Blockson Afro-American Collection
- Contemporary Culture Collection
- Conwellana/Templana
- National Immigration Archives
- Photojournalism Collections
- Rare Books and Manuscripts
- Urban Archives

Special Materials Department

- Audio Room
- Current Periodicals
- Micromaterials
- Serials
- Service Desk

Technical Services Department

- Acquisitions and Processing Unit
- Cataloging Unit
- Editing Unit
- On-line Catalog Development Unit

TUCC Library

Tyler Library

Zahn IMC Library

The heads of each department/branch meet regularly with the Director and Deputy Director, making up the Administrative Council. This group, allowing for input and interaction from each unit, serves as the major policy- and decision-making body for the CLS.

Among the staff there are two groups which represent their collective views: the Temple University Libraries Staff Association (TULSA), which includes library staff from all levels except top administration; and the Academic Assembly of Librarians (AAL), made up of professional librarians on the Temple University budget. Each of these groups is intended to foster a unity among the employees and to provide a coherent means of communication into the decision-making process. They may also be used as a forum for staff members to voice concerns about library policies, etc., with the organization serving as the vehicle by which these concerns are presented to library administration.

At the university level the Central Library System is represented on the following committees:

1. Council of Deans
2. Graduate Board
3. Council of Media Organizations
4. Administrative Computer Policy Committee
5. Faculty Senate
6. Faculty and Student Senate Library Committee
7. University Telecommunications Committee
8. various ad hoc committees

In addition, library staff is represented by three unions: AAUP, AFSCME, and 1199C.

As a means of providing more extensive services, Temple University Libraries have elected to become members of several national cooperative/networking groups: the Center for Research Libraries (CRL), OCLC, and the Research Libraries Group (RLG).

The Center for Research Libraries, of which Temple became a member in 1970-71, purchases and stores expensive, little used research materials which are then loaned to its member libraries. This service is used only through Temple's ILL. In 1972 it was decided to join OCLC, which is an on-line computerized network offering shared cataloging, an interlibrary loan subsystem, and other services. Initially, only the cataloging subsystem was used, whereas today only the ILL subsystem is used on a regular basis, with some bibliographic searching being done in Technical Services and occasional use of their authority file. The Research Libraries Group is a consortium of research libraries linked by an on-line system and dedicated to shared access (through both in-person use and interlibrary loan), cooperative collection development, and preservation of materials; Temple joined RLG in 1980.

FOOTNOTES

1. Hodgkinson, Harold L. "Guess Who's Coming to College", Academe v.69, #2 (March-April, 1983), p. 19.

2. Tucker, Marc S. "The Turning Point: Telecommunications and Higher Education", Journal of Communication, v.33 (Winter, 1983), p. 122.

3. Chronicle of Higher Education, October 26, 1983, pp. 13-16.

4. Chronicle of Higher Education, September 7, 1983, p. 12.

5. Breneman, David W. "The Coming Enrollment Crisis: Focusing on the Figures," Change, v.15 (March, 1983), p. 15.

6. Ibid., p. 15.

7. Hodgkinson, Harold L. "Guess Who's Coming to College." Academe, v.69 (March-April, 1983), p. 15.

8. Breneman, p. 17.

9. Hodgkinson, p. 16.

10. Breneman, p. 18.

11. Ibid., p. 19.

12. Mondale, Walter F. "The Challenges Facing American Education", Academe, v.68 (September-October, 1982), p. 8

13. Boaz, Martha. "The Third Revolution: The Information Explosion ...Information Access in the Year 2000" in Strategies for Meeting the Information Needs of Society in the Year 2000, Martha Boaz, ed. Littleton, Colorado: Libraries Unlimited, 1981, p. 11

14. Tucker, Marc S. "The Turning Point: Telecommunications and Higher Education", Journal of Communication, v.33 (Winter, 1983. p. 118-119.

15. Boaz, p. 16.

16. Hodgkinson, Harold L. "Guess Who's Coming to College", Academe, v.69 (March-April, 1983), p. 18.

17. McMeen, George R. "The Academic Challenge of Technological Change for Leadership in Educational Technology", Educational Technology, December, 1983, pp. 13-14.

18. Encyclopedia of Educational Research, 5th ed. (1982), s.v. "New Technologies in Education," by Lawrence P. Grayson, p. 1328.

19. Tucker, p. 121.

20. Encyclopedia of Educational Research, p. 1328.

21. Boaz, p. 17.

22. Weber, Benita M. "The Year's Work in Serials: 1982", Library Resources and Technical Services, (July/September, 1983), p. 244.

23. Brown, Norman B. and Jane Phillips. "Price Indexes for 1983: U.S. Periodicals and Serial Services," Library Journal, September 1, 1983, p. 1659.

24. Library Human Resources: A Study of Supply and Demand: A Report. Prepared for the National Center for Educational Statistics by King Research Inc. Chicago: American Library Association, 1983, p. 1.

25. Ibid., pp. 2-4

BIBLIOGRAPHY

Boaz, Martha, ed. *Strategies for Meeting the Information Needs of Society in the Year 2000*. Littleton, Colorado: Libraries Unlimited, 1981.

Breneman, David W. "The Coming Enrollment Crisis: Focusing on the Figures." *Change* 15 (March, 1983): 14-19.

Brown, Norman B. and Jane Phillips. "Price Indexes for 1983: U.S. Periodicals and Serial Services." *Library Journal* 108 (September 1, 1983): 1659-1662.

Encyclopedia of Educational Research, 5th ed. (1982), s.v. "New Technologies in Education." By Lawrence P. Grayson.

Hodgkinson, Harold L. "Guess Who's Coming to College." *Academe* 69 (March-April, 1983): 13-20.

Library Human Resources: A Study of Supply and Demand: A Report. Prepared for the National Center for Education Statistics by King Research, Inc. Chicago: American Library Association, 1983.

McMeen, George R. "The Academic Challenge of Technological Change for Leadership in Educational Technology." *Educational Technology* 23 (December, 1983): 12-15.

Mondale, Walter F. "The Challenges Facing American Education." *Academe* 68 (September-October, 1983): 8-12.

"State Appropriations for Higher Education in 1983-84 and Changes over Two Years." *Chronicle of Higher Education*, October 26, 1983, pp. 14-16.

"States Support for Colleges Up 12 Percent in 2 Years." *Chronicle of Higher Education*, October 26, 1983, pp. 13, 16.

Tucker, Marc S. "The Turning Point: Telecommunications and Higher Education." *Journal of Communication* 33 (Winter, 1983): 118-130.

Weber, Benita M. "The Year's Work in Serials: 1982." *Library Resources and Technical Services* 27 (July/September, 1983): 243-258.

"1983-84 Funds for Colleges and Universities Up 6 Per cent in First 35 States to Report." *Chronicle of Higher Education*, September 7, 1983, p. 12.

DESCRIPTIVE INVENTORY
OF PUBLIC SERVICES

TEMPLE UNIVERSITY LIBRARIES

The OMS Public Services Self Study is concerned with examining and strengthening public services in university research libraries. During the first phase of this study, a descriptive inventory of public services is conducted. The goal of the survey is to generate a clearer picture of public services as they are now offered in the central library system.

Before designing a survey format to be used in the Temple study, the Study Team compared and examined survey forms used by Riverside, Columbia and Michigan State. Initially the long questionnaire style used by Columbia was preferred. However, after deliberation the group decided on an adaptation and expansion of the Riverside format in an effort to compile a large amount of data in a clear and succinct manner.

The original Riverside format was based on a sample sheet from the OMS Manual. Riverside's results were neatly packaged in grid form but incorporated only three elements of their survey: type of service, location of service, and level of service. The Temple form was expanded to include frequency of service and staffing levels. Included in the survey but not tabulated on the grid sheets were the catagories: to whom offered, service hours, statistics, and policy statements. The results of these are available to the study team or task forces on the original survey forms.

The survey packets were distributed to all departments through the appropriate department head. A list of types of public services was included but was not to be considered an all inclusive list. The staff responded quickly to the survey and included many services that were not initially on the original list. Certain survey results did not fit the Study Team's concept of public service and were eliminated. Other responses were combined or clarified before inclusion in the final grid. A brief follow-up questionnaire was sent to several service points for further information.

EXPLANATION OF CODES USED IN THE DESCRIPTIVE INVENTORY

The capital letters that appear on the first line of the box are the level of service provided:

- B - Basic
- I - Intermediate
- A - Advanced

For a fuller explanation of the level of service see the instructions included with the survey packet.

The letter that appears in ( ) is how often the service is provided:

- (F) - Frequently
- (O) - Occasionally
- (S) - Seldom

The second line of the box contains the codes for the staffing levels:

- l - librarian
- b - bibliographic assistant
- c - clerk
- s - student assistant

EXAMPLE:

	Catalog Assistance
Paley Reference Unit	B,I (F) l,b

The Paley Reference Unit provides catalog assistance at the basic and intermediate level, frequently. The staffing level of the service is librarian and bibliographic assistant.

A1

	REFERENCE ASSISTANCE 1	TELEPHONE REFERENCE ASSISTANCE 2	MAIL REFERENCE ASSISTANCE 3	INFORMATIONAL/ DIRECTIONAL ASSISTANCE 4	TELEPHONE INFORMATIONAL/ DIRECTIONAL ASSISTANCE 5	CATALOG ASSISTANCE 6	TELEPHONE CATALOG ASSISTANCE 7	RLIN SEARCHES 8	COMLIT SEARCHES 9	KARDEX QUESTIONS 10	COURSE RELATED BIBLIOGRAPHIC INSTRUCTION 11	TEACH LIBRARY INSTRUCTION COURSES 12	BIBLIOGRAPHIES 13	PUBLICATIONS: FACT SHEETS, TOUR GUIDES, ETC. 14	WORKBOOKS 15	MAIL PUBLICATIONS TO PATRONS 16	LIBRARY TOURS 17	AV EQUIPMENT INSTRUCTION 18	GEAC PUBLIC INSTRUCTION 19	MICRO COMPUTER INSTRUCTION 20
PALEY REFERENCE UNIT	I,A (F) 1,b	I,A (F) 1,b	I,A (0) 1,b	B (F) 1,b,c	B (F) 1,b,c	B,I (F) 1,b	B,I (F) 1,b	I (F) 1,b	A (F) 1		I,A (F) 1	A (F) 1	A (S) 1	A (F) 1,b	B,I (F) 1,c		I,A (F) 1			
MAP REFERENCE UNIT	B,I,A(F) 1,s	B,I (0) 1,s		B (0) 1	B,I (0) 1,s	B,I (0) 1,s	B,I (S) 1	I (S) 1												
BUSINESS REFERENCE UNIT	B,I,A(F) 1,b	B,I,A(F) 1,b	B,I,A(S) 1	B,I (F) 1,b	B,I (F) 1,b	B,I,A(F) 1,b	B,I (F) 1	I,A (0) 1,b	A (F) 1	B,I (F) 1,b	B,I,A(0) 1		B,I,A(0) 1	B,I,A(F) 1						
GOVERNMENT DOCS. UNIT	B,I,A(F) 1,b	B,I,A(F) 1,b	B,I,A(S) 1	B,I,A(F) 1,b	B,I (F) 1,b	B,I,A(F) 1,b	B,I (F) 1,b	B,I,A(F) 1,b	I,A (S) 1	B,I (F) 1,b,c	B,I,A(0) 1			B (F) 1			B,I (S) 1	B,I (F) 1,b		
CIRCULATION UNIT				B (F) 1,b,c,s	B (F) 1,b,c,s														B (F) 1,b,c,s	
I.L.L. UNIT																				
RESERVE BOOK UNIT				B (F) b,c,s	B (0) b,c,s	I (0) b,c,s	I (0) b,c,s													
STACKS UNIT																				
PERIODICALS UNIT	B (F) 1,b,c,s			B,I (F) 1,b,c,s	B (0) 1,b,c,s					B (0) 1,b,c,s								B (F) 1,b,c,s		
AUDIO UNIT																				
FILM LIBRARY	I (F) c																			
RARE BOOKS UNIT	B,I,A(F) 1,b,c	B,I,A(F) 1,b,c	B,I,A(F) 1,b,c	B,I,A(F) 1,b,c	B,I,A(F) 1,b,c	B,I,A(F) 1,b,c	B,I,A(F) 1,b,c			B (0) b	I (0) 1			B,I,A(F) 1,b,c						
SCIENCE FICTION COLLECTION	B,I,A(F) 1,s	B,I,A(F) 1,s		B,I,A(F) 1,s	B,I (F) 1,s															
NATIONAL IMMIGRATION ARCHIVES	I,A (0) b,s	B,I (0) b		B (0) b,s																
URBAN ARCHIVES	B,I,A(F) 1,c	B (F) 1,c	B,I,A(F) 1,c			B (F) 1,c,s	B (F) 1,c,s				B,I,A(0) 1			A (F) 1				B (S) 1		

ST COPY AVAILABLE

A2

	REFERENCE ASSISTANCE	TELEPHONE REFERENCE ASSISTANCE	MAIL REFERENCE ASSISTANCE	INFORMATIONAL DIRECTIONAL ASSISTANCE	TELEPHONE INFORMATIONAL DIRECTIONAL ASSISTANCE	CATALOG ASSISTANCE	TELEPHONE CATALOG ASSISTANCE	RLIN SEARCHES	COMLIT SEARCH	KARDEX QUESTIONS	COURSE RELATE BIBLIOGRAPHIC INSTRUCTION	TEACH LIBRARY INSTRUCTION COURSES	BIBLIOGRAPHIE	PUBLICATIONS FACT SHEETS, TOUR GUIDES, ETC.	WORKBOOKS	MAIL PUBLICATIONS TO PATRONS	LIBRARY TOUR
PHOTOJOURNALISM ARCHIVES	A (F) 1	A (F) 1	A (F) 1														
TEMPLANA COLLECTION	B,I,A(F) 1,b,c,s	B,I (F) 1,b,c	B,I,A(F) 1,b	B (F) 1,b,c,s	B,I (0) 1,b,c	B,I,A(F) 1,b,c,s	B,I (0) 1,b,c				I,A (S) 1		A (0) 1,b	I,A (0) 1,b	I (S) 1	I (0) 1,b,c	I,A 1
COLLECTION DEVELOP. DEPT.	B,I,A(F) 1	B,I,A(F) 1		B (F) 1	B (F) 1												
TSD DEPT.						I (F) 1,b		B (0) 1,b									
AMBLER LIBRARY	B,I,A(F) 1,b	B,I (0) 1,b		B (F) 1,b,c,s	B (F) 1,b,c,s	B,I (F) 1,b,c,s	B,I (F) 1,b	I (0) 1	A (0) 1	B (0) 1,b,c	I,A (0) 1,c,s		I,A (F) 1	A (S) 1	I (F) 1,b		B (1
TUCC LIBRARY	B,I,A(F) 1,b,s	B,I (0) 1,b,s	B,I,A(S) 1	B,I (F) 1,b,s	B,I (F) 1,b,s	B,I (F) 1,b,s	B,I (F) 1,b,s			B,I (F) 1,b,s	B,I (S) 1						B,I 1,b
IMC/SSA LIBRARY	B,I,A(F) 1,b,c,s	B,I (F) 1,b,c,s	I,A (S) 1	B,I (F) 1,b,c,s	B,I (F) 1,b,c,s	B,I,A(F) 1,b,c,s	B,I (F) 1,b,c,s			I (0) 1,b	B,I,A(0) 1		A (0) 1	B,I (F) 1,b,c			B,I 1,b
TYLER LIBRARY	B,I,A(F) 1,b,c,s	B,I (F) 1,b,c,s	B,I,A(0) 1	B (F) 1,b,c,s	B (F) 1,b,c,s	B,I (F) 1,b,c,s	B (F) 1,b,c,s			B (F) 1,b,c,s	I,A (0) 1						I (S 1
ENGINEERING/ ARCH. LIBRARY	I,A (F) 1,b,c,s	I,A (0) 1,b,c,s		B,I,A(F) 1,b,c,s	B,I,A(F) 1,b,c,s	B,I (F) 1,b,c,s	B,I (0) 1,b,c,s	A (0) 1	A (F) 1	I (F) 1,b,c,s			A (0) 1	B (0) 1			I (1
BIOLOGY LIBRARY	I,A (F) b	I,A (0) b	I,A (S) b	B,I (F) b,s	B,I (F) b,s	B,I (F) b,s	B,I (0) b,s			B,I (F) b,s	I,A (S) b			B,I,A(0 b			B,I b
PHYSICS LIBRARY	B,I,A(F) b,s	B,I (F) b,s	B,I (S) b	B,I (F) b,s	B,I (F) b,s	B,I (F) b,s	B (0) b,s			I (0) b,s	I,A (0) b		A (S) b	B,I,A(0 b			B (b
CHEMISTRY LIBRARY	B,I,A(F) b,s	B,I (0) b,s	B,I (0) b	B,I (F) b,s	B,I (F) b,s	B,I (0) b,s	B (0) b,s			B,I,A(F) b,s	B,I,A(0 b		B,I (S) b	B,I (0) b			B,I b
MATHEMATICAL SCIENCES LIBRARY	I,A (F) b,s	I,A (F) b,s	I,A (S) b	B,I (F) b,s	B,I (F) b,s	B,I (F) b,s	B,I (F) b,s			B (F) b,s	I,A (0) b		A (S) b	B (0) b			B (b
CONTEMPORARY CULTURE COLLECT.	B,I,A(F) 1,s	B,I,A(0) 1,s	I,A (0) 1	B (F) 1,s		B (F) 1,s				B (F) 1,s	I,A (S) 1		A (S) 1	A (S) 1			

BEST COPY AVAILABLE

B1

	ISSUE LIBRARY CARDS 1	ISSUE COURTESY CARDS 2	ISSUE LIBRARY PASSES 3	ISSUE LETTERS OF INTRODUCTIO TO OTHER LIBRARIES 4	REGISTERING BORROWERS ON GEAC 5	CIRCULATE PRIN MATERIALS 6	CIRCULATE AV EQUIPMENT 7	CIRCULATE AV MATERIALS 8	CIRCULATE RESERVE MATERI 9	CIRCULATE UNCATALOGED MATERIALS 10	RENEWALS, BILL OVERDUES, BILL 11	TELEPHONE HAN LING OVERDUES, RENEWALS, BILL 12	RECALLS 13	HOLDS 14	PROCESS CLAIM RETURNS 15	MISSING MATERIALS SEARCHES 16	HANDLE DELIN- QUENCY PROBLE AT REGISTRATI 17
PALEY REFERENCE UNIT						B (0) 1										B (S) b,s	
MAP REFERENCE UNIT						B (0) 1,s										B (0) 1,s	
BUSINESS REFERENCE UNIT						B (0) 1,b										B (S) 1	
GOVERNMENT DOCUMENTS UNIT						B (F) 1,b					B (F) 1,b		B (F) 1,b	B (F) 1,b			
CIRCULATION UNIT		B (F) 1,b,c	B (F) 1,b,c	B (0) 1,b,c	B (F) 1,b,c	B (F) 1,b,c,s				B (S) 1,b,c	B (F) 1,b,c	B (F) 1,b,c	B (F) 1,b,c,s	B (F) 1,b,c,s	B (F) 1,b,c,s	B (F) 1,b,c,s	B (F) s
I.L.L. UNIT																	
RESERVE BOOK UNIT						I (F) b,c,s			B (F) b,c,s		B (0) b,c,s		B (0) b,c,s		B (0) b,c,s	B (0) b,c,s	
STACKS UNIT																	
PERIODICALS UNIT						B (F) 1,b,c,s										B (F) 1,b,c,s	
AUDIO UNIT							B (F) 1,b,c,s	B (F) 1,b,c,s			B (F) c						
FILM LIBRARY								B (F) c									
RARE BOOKS UNIT																	
SCIENCE FICTION COLLECTION																	
NATIONAL IMMI-GRATION ARCHIV																	
URBAN ARCHIVES						B (0) 1,c											

BEST COPY AVAILABLE

B2

	ISSUE LIBRARY CARDS 1	ISSUE COURTESY CARDS 2	ISSUE LIBRARY PASSES 3	ISSUE LETTERS OF INTRODUCTIO TO OTHER LIBRARIES 4	REGISTERING BORROWERS ON GEAC 5	CIRCULATE PRIN MATERIALS 6	CIRCULATE AV EQUIPMENT 7	CIRCULATE AV MATERIALS 8	CIRCULATE RESERVE MATERIALS 9	CIRCULATE UNCATALOGED MATERIALS 10	RENEWALS, OVERDUES, BILL 11	TELEPHONE HANDLING OVERDUES, RENEWALS, BILL 12	RECALLS 13	HOLDS 14	PROCESS CLAIMS RETURNS 15	MISSING MATERIALS SEARCHES 16	HANDLE DELINQUENCY PROBLEM AT REGISTRATI
PHOTOJOURNALISM ARCHIVES																	
TEMPLANA COLLECTION						B,I (0) 1,b	B (S) 1				I (S) 1			B (F) 1,b,c,s		B,I (0) b,s	
COLLECTION DEVELOP. DEPT.																	
TSD DEPT.																	
AMBLER LIBRARY	B (F) 1,b,c,s	I (0) 1,b				B (F) 1,b,c,s	B (F) c,s	B (F) c,s	B (F) 1,b,c,s		B (F) c,s	B,I (F) 1,b,c,s	B (0) b	B (0) b	I (0) 1,b	B (F) 1,b,c,s	
TUCC LIBRARY						B (F) b,s	B (0) b,s	B (S) 1,b,s	B (F) b,s		B (F) 1,b,s	B (F) b,s	B (0) b,s	B (0) b,s	B (S) 1,b	B (0) 1,b,s	
IMC/SSA LIBRARY	B (0) b,c,s	B (0) b,c,s				B (F) b,c,s	B (F) b,s	B (0) b,c,s	B (F) b,c,s		B (F) b,c,s	B (0) b,c,s	B (0) b	B (F) b,c,s	B (0) b,c,s	B (0) b,c,s	
TYLER LIBRARY	B (F) 1,b,c,s	B (F) 1,b,c,s				B (F) 1,b,c,s	B (F) 1,b,c,s	B (F) 1,b,c,s	B (F) 1,b,c,s		B (F) 1,b,c,s		B (0) 1,b	B (F) 1,b,c,s	I (0) 1,b	B,I (F) 1,b,c,s	
ENGINEERING/ ARCH. LIBRARY						B (F) 1,b,c,s	B,I (F) b,c,s	B (F) 1,b,c,s	B (F) 1,b,c,s		B (F) 1,b,c,s	B (F) 1,b,c	B (0) 1,b,c	B (F) 1,b,c,s	B (0) 1	B (F) 1,b,c,s	
BIOLOGY LIBRARY						B (F) b,s	B (S) b,s		B (F) b,s		B,I (F) b,s		B,I (0) b	B,I (0) b		I (S) b,s	
PHYSICS LIBRARY						B (F) b,s			B (F) b,s		I (0) b		B (0) b	B (0) b		B,I (S) b	
CHEMISTRY LIBRARY						B (F) b,s			B,I (F) b,s		B (F) b,s		B (S) b	B,I (0) b,s		B (0) b	
MATHEMATICAL SCIENCES LIBRARY						B (F) b,s			B (F) b,s		B (F) b,s		B (0) b	B (0) b		B (0) b	
CONTEMPORARY CULTURE COLLECT.																	

BEST COPY AVAILABLE

C1

	RECEIVE/ PROCESS RESERVES 1	RENTAL OF AV MATERIALS 2	I.L.L. - LEND MATERIALS 3	I.L.L. - BORROW MATERIALS 4	DROP OFF PICK U POINT FOR OTHER DEPTS. OR SERVICES 5	RECEPTIONS, PROGRAMS FOR DONORS 6	CONTACT POINT FOR COLLECTION DEVELOPMENT 7	ACCEPT/ ACKNOWLEDGE GIFTS 8	AV EQUIPEMNT MAINTENANCE 9	REPAIR AV MATERIALS 10	FILMSTRIP SLIDE VIEWING 11	I.L.L. - PHOTODUPLICATI 12	PHOTODUPLICAT FOR A PATRON 13	REPRODUCTION O NEGATIVES, PRINTS OR SLIDES 14	DUPLICATION OF MICROFORMS 15	CARREL ASSIGNMENT 16	BINDING FOR PATRONS PERSON USE 17
PALEY REFERENCE UNIT					B (0) 1,b		A (S) 1,b										
MAP REFERENCE UNIT							A (S) 1										
BUSINESS REFERENCE UNIT							B,I,A (F) 1										
GOVERNMENT DOCS. UNIT	B (0) 1,b		I,A (S) 1,b	I (S) 1,b			B,I,A(0) 1		B (F) 1,b								
CIRCULATION UNIT					B (F) 1,b,c		B (S) 1,b,c						B (S) 1,b,c			B (0) 1,b,c	
I.L.L. UNIT			B (F) b,s	B,I (F) b,c,s								B (F) b,s					
RESERVE BOOK UNIT	I (F) b,c,s												B (F) b,c,s				
STACKS UNIT																	
PERIODICALS UNIT							B (0) 1,b,c,s								B (F) b,c,s		B (S) c
AUDIO UNIT																	
FILM LIBRARY		I (F) c								B (F) s							
RARE BOOKS UNIT			B (0) 1			B,I,A(F) 1,b,c		B (F) 1					B,I (F) 1,b,c				
SCIENCE FICTION COLLECTION								B (0) 1									
NATIONAL IMMIGRATION ARCHIV																	
UBRAN ARCHIVES							B (0) 1	B (S) 1					B (F) 1,c,s				

BEST COPY AVAILABLE

C2

	RECEIVE/ PROCESS RESERVES 1	RENTAL OF AV MATERIALS 2	I.L.L. - LENI MATERIALS 3	I.L.L. - BORROW MATERIALS 4	DROP OFF/PICH POINT FOR OTH DEPTS. OR SERVICES 5	RECEPTIONS, PROGRAMS FOR DONORS 6	CONTACT POINT FOR COLLECTIC DEVELOPMENT 7	ACCEPT/ ACKNOWLEDGE GIFTS 8	AV EQUIPMENT MAINTENANCE 9	REPAIR AV MATERIALS 10	FILMSTRIP SLIDE VIEWINC 11	I.L.L. - PHOTODUPLICAT 12	PHOTODUPLICAT FOR A PATRON 13	REPRODUCTION NEGATIVES, PRINTS OR SLIDES 14	DUPLICATION MICROFORMS 15	CARREL ASSIGNMENT 16	BINDING FOR PATRONS PERS 17
PHOTOJOURNALISM ARCHIVES													B (F) c	B (F) 1			
TEMPLANA COLLECTION			B (S) 1			A (S) 1	I,A (0) 1,b	I (F) 1,b	I (S) 1				B (F) 1,b,c,s	I (0) 1,b			
COLLECTION DEVELOP. DEPT.							B,I,A(F) 1	I (F) 1									
TSD DEPT.																	
AMBLER LIBRARY	I (F) 1,c	I (F) 1,b	I (0) 1,c	I (0) 1,c			B (0) 1	B,I (0) 1,b	I (0) c	I (F) 1,b	B (F) c,s	B (0) 1,s					
TUCC LIBRARY	B,I,A(F) b		B,I (F) 1,b	B,I (F) 1,b	B (F) b,s		B,I,A(S 1,b,s	B (F) 1,b	B (0) 1,b,s		B (S) b,s	B (0) b	B (0) 1,b,s				
IMC/SSA LIBRARY	B,I (F) b,c,s	B (0) b,c,s	I (0) b	I (0) b,s		B (0) 1,b,c,s	B (0) 1,b,c,s	B (F) 1,b	B (F) b	B (0) b,c,s	B (F) b,s	B (0) b					
TYLER LIBRARY	B (F) b		I (F) 1,b	I (F) 1,b			B (0) 1,b,c,s	I (F) 1,b,c	I (0) 1			B (0) b,c	B (F) 1,b,c,s				
ENGINEERING/ ARCH. LIBRARY	B,I (F) 1,b,c	B (0) c	B,I (F) 1,b,c	B,I (0) 1			A (F) 1	B (F) 1	I (F) c	B (0) c	I (F) c,s	B (0) 1,b,c	B (0) b,c	A (F) c,s			
BIOLOGY LIBRARY	B (F) b,s		I (F) b,s	I (0) b			I (0) b	B,I,A(S) b	B (S) b,s			B,I (F) b,s	B (F) b,s				
PHYSICS LIBRARY	B (F) b,s		B (0) b,s	I (0) b			B,I (0) b	A (S) b	B (F) b,s			B,I (0) b,s	B (F) b,s				
CHEMISTRY LIBRARY	B,I (0) b		B,I,A(F) b,s	B,I,A(F) b,s			B,I,A(0) b,s	B (0) b	B,I (F) b,s			B,I,A(0) s	B,I (0) s				
MATHEMATICAL SCIENCES LIBRARY	B (F) b,s		I (F) b	I,A (F) b			A (F) b	B (0) b	B (S) b			B (F) b,s	B (F) b,s				
CONTEMPORARY CULTURE COLLECT.			B (S) 1				A (F) 1	A (F) 1									

BEST COPY AVAILABLE

D1

		REFUNDS FOR COIN MACHINE	MAINTAIN LOST AND FOUND															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PALEY REFERENCE	1																	
UNIT	2																	
MAP REFERENCE	3																	
UNIT	4																	
BUSINESS	5																	
REFERENCE UNIT	6																	
GOVERNMENT	7																	
DOCS. UNIT	8																	
CIRCULATION	9	B (F)	B (F)															
UNIT	10	1,b,c	1,b,c															
I.L.L. UNIT	11																	
	12																	
RESERVE BOOK	13																	
UNIT	14																	
STACKS UNIT	15																	
	16																	
PERIODICALS	17	B (F)	B (F)															
UNIT	18	1,b,c,s	1,b,c,s															
AUDIO UNIT	19																	
	20																	
FILM LIBRARY	21																	
	22																	
RARE BOOKS	23																	
UNIT	24																	
SCIENCE FICTION	25																	
COLLECTION	26																	
NATIONAL IMMI-	27																	
GRATION ARCHIVES	28																	
URBAN ARCHIVES	29																	
	30																	

BEST COPY AVAILABLE

D2

		REFUNDS FOR COIN MACHINE	MAINTAIN LOST AND FOUND															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PHOTOJOURNALISM	1																	
ARCHIVES	2																	
TEMPLANA	3																	
COLLECTION	4																	
COLLECTION	5																	
DEVELOP. DEPT.	6																	
TSD DEPT.	7																	
	8																	
AMBLER LIBRARY	9	B (F)	B (0)															
	10	1,b,c,s	1,b,c,s															
TUCC LIBRARY	11	B (0)	B (0)															
	12	b,s	1,b,s															
IMC/SSA LIBRARY	13	B (0)	B (0)															
	14	1,b,c,s	b,s															
TYLER LIBRARY	15	B (0)	B (S)															
	16	1,b,c,s	1,b															
ENGINEERING/	17	B (F)	B (0)															
ARCH. LIBRARY	18	1,b,c,s	1,b,c,s															
BIOLOGY LIBRARY	19																	
	20																	
PHYSICS LIBRARY	21																	
	22																	
CHEMISTRY	23	B (F)																
LIBRARY	24	b,s																
MATHEMATICAL	25	B (F)																
SCIENCES LIBRARY	26	b,s																
CONTEMPORARY	27																	
CULTURE COLLECT.	28																	
	29																	
	30																	

BEST COPY AVAILABLE